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ABSTRACT

This report describes and evaluates the Albuquerque Public Schools (APS) 1984-85 Chapter 1 instructional program and its effect on student performance. The following information is reported or described: (1) conclusions and recommendations; (2) participating schools and cost summaries; (3) identification of eligible schools; (4) identification of instructional focus; (5) staff allocation; (6) school program planning; (7) identification of eligible students; (8) selection of participants; (9) elementary school evaluation results; (10) secondary school evaluation results; (11) study of sustained effects and longitudinal service; (12) comparison of APS and national Chapter 1 impact; and (13) additional Chapter 1 services. Appendices contain low income survey and resource allocation charts, and forms used to submit proposed changes in Chapter 1 programs. Results point to the program's positive effect on participants' performance in both cognitive and affective areas. Due to funding restraints, more students were eligible for the program than were served. (PS)

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Chapter 1 Evaluation
December, 1985

TABLE OF CONTENTS

Administrative Summary.....1

Conclusions and Recommendations.....2

Participating Schools and Cost Summaries.....3

Identification of Eligible Schools.....4

Identification of Chapter 1 Instructional Focus.....4

Chapter 1 Staff Allocation.....5

Planning the School Program.....5

Identification of Eligible Students.....6

Selection of Chapter 1 Participants.....6

Elementary School Evaluation Results.....8
- Distribution of Services.....9
- Summary of Impact: 11
  - Achievement Data.....11
  - Classroom Teacher Perceptions: Reading Program.....14
  - Parent and Classroom Teacher Perceptions: CLD Program.....15

Secondary School Evaluation Results.....17
- Distribution of Services.....18
- Summary of Impact: Achievement Data.....20

A Study of Sustained Effects and Longitudinal Service.....22

A Comparison of APS and National Chapter 1 Impact.....28

Additional Chapter 1 Services.....31
- Support for Instructional Development.....32
- Parent Advisory Councils.....32
- Computer Assisted Instruction.....32
- Homes for Neglected or Delinquent Children.....32
- Early Learning Program.....33
- 1985 Summer School Tuition Payment for Chapter 1 Students.....33

Appendix A: Low Income Survey.....34
Appendix B: Resource Allocation.....39
Appendix C: Building Level Chapter 1 Program Planning Form.....44

1984-85 APS CHAPTER 1 EVALUATION REPORT

ADMINISTRATIVE SUMMARY

- Twenty-seven percent (27%) of the total population at the 63 schools eligible for Chapter 1 service in 1984-85 were identified as educationally disadvantaged.

- Of the 9992 students identified as educationally disadvantaged, 60% (5981) were served by Chapter 1 instructional programs at 39 elementary schools, 13 middle schools, 4 high schools and 7 non-public schools.

- The number of students served by Chapter 1 programs was approximately 16% of the total population at the APS schools eligible for Chapter 1.

- An estimated instructional budget of $5,641,283 funded 162 teachers, 69 instructional aides, 6 program specialists, 1 district program coordinator, 2 evaluation specialists, 2 property control staff members, and 7 secretaries.

- At the elementary level, Chapter 1 provided supplementary instruction in reading and cognitive language development to children, identified by their classroom teachers, who needed additional help in skill development in order to catch up with their grade mates. On the average, each Chapter 1 elementary school teacher served 34 students a day.

- At the middle school level, the Chapter 1 reading program served those most in need among students scoring below the 4th grade level on the Botel Word Opposites Test. On the average, each Chapter 1 middle school teacher served 75 students a day.

- At the high school level, Chapter 1 made available special reading programs for those most in need among students scoring below the 5th grade level on the Botel Word Opposites Test or the Gates-McGinitie Reading Test. On the average, each Chapter 1 high school teacher served 58 students a day.

- As indicated by the Comprehensive Tests of Basic Skills (CTBS), elementary school children served with 40 or more hours of Chapter 1 reading instruction gained skills at a greater than normal rate at grades 3, 4, and 5, and at a slower than normal rate at grade 2.

- At the elementary level, classroom teachers reported that the improvement they observed in participants' skill development justified the time spent in the Chapter 1 program for 96% of the reading served children, and for 98% of the CLD-served youngsters. Classroom teacher comments regarding Chapter 1 programs were extremely positive.

- At the secondary level, student improvement in skill development as measured by the Stanford Diagnostic Reading Test (SDRT) indicated greater than normal growth at grades 6, 7, 8, 10 and 12, and expected growth at grade 9. At grade 11 participating students gained skills at a slightly slower rate than expected.

- Chapter 1 elementary and secondary programs provided instruction to 287 A (no English) or B (limited English) language category children in 1984-85, compared to 311 A or B students served by Chapter 1 in 1983-84.

- The average cost per Chapter 1 participant in 1984-85 was $938.65. The average cost per participant hour of instruction was $11.71.

- A comparison of APS Chapter 1 participants with nationwide Chapter 1 participants indicates that the APS Chapter 1-served children entered the program with fewer reading skills than the nationwide group. At most grade levels, the APS participants gained skills more rapidly than would have been expected without Chapter 1 intervention.

- The study of Chapter 1 sustained effects and longitudinal service at the elementary level indicates that teachers in APS are successfully addressing a wide-range of childrens' reading skill development, both in the Chapter 1 setting and in the regular classroom.

- In addition to the reading and CLD programs, Chapter 1 funded the second of three pilot years for the Early Learning Program (ELP) and Computer Assisted Instruction (CAI) projects. Other Chapter 1 funding in 1984-85 included the Support for Instructional Development (SID), the Parent Advisory Councils (PACs), services at homes for Neglected or Delinquent (N or D) children, and summer school tuition payment for Chapter 1 participants.

CONCLUSIONS AND RECOMMENDATIONS

The Chapter 1 programs in APS continue to have a positive effect on the participating students' performance in both cognitive and affective areas, as documented by test scores and classroom teacher reporting. However, the Chapter 1 resources were able to provide supplementary instruction for only 60% of the students identified as underachievers. There remains a sizeable group of students who could benefit from Chapter 1-type services. Consideration should be given to identifying other possible funding sources for this purpose.

CHAPTER 1 PARTICIPATING SCHOOLS

1984-1985

Elementary Schools
N=39

A. Montoya
Adobe Acres
Alameda
Alamosa
Armijo
Atrisco
Barcelona
M.A. Binford
Carlos Rey
Chaparral
Cochiti
D. Gonzales
Duranes
E. San Jose
Eubank
Emerson
Eugene Field
Griegos
Hawthorne
Hodgin
Kirtland
Kit Carson
La Luz
La Mesa
Lavaland
Longfellow
Los Padillas
Lowell
MacArthur
Mission
Mt. View
Navajo
Old Town
Pajarito
Ranchos
Tomasita
Valle Vista
Wherry
Whittier

Middle Schools
N=13

Adams
Ernie Pyle
Garfield
Harrison
Hayes
Kennedy
McKinley
Polk
Taft
Truman
Van Buren
Washington
Wilson

High Schools
N=4

Albuquerque High
Rio Grande
Valley
West Mesa

NonPublic Schools
N=7

Assumption
St. Charles
St. Mary's
St. Therese
San Felipe
Immanuel Lutheran
Queen of Heaven

Homes For Neglected or Delinquent
N=4

All Faiths Receiving Home
Christian Childrens Home
Villa Santa Maria
Hogares Inc.

1984-85 CHAPTER 1 READING AND OLD PROGRAM SERVICE AND COST SUMMARY

	Total Population	Number On Chapter 1 Masterlist	Percent Of Total Population On Masterlist	Number Of Students In Ch. 1 Reading	Number Of Students In Ch. 1 OLD	Unduplicated Count Of Students In Reading and/or OLD	Percent Of Masterlist Receiving Ch. 1 Instruction	Percent Of Total School Population Receiving Ch. 1 Instruction	Program Costs*	Cost Per Participant	Cost Per Participant Program Hour
DISTRICT ELEM. SCHOOLS WITH CHAPTER 1 PROGRAMS (N=39)	18,407	6,858	37%	2,974	1,239	4,191	61%	23%	$4,437,830	$1,053.37	$13.33
DISTRICT MIDDLE SCHOOLS WITH CHAPTER 1 PROGRAMS (N=13)	9,233	1,320	14%	1,030	NA	1,030	78%	11%	$ 565,369	$ 548.90	$ 6.09
DISTRICT HIGH SCHOOLS WITH CHAPTER 1 PROGRAMS (N=4)	7,467	1,166	16%	437	NA	437	37%	6%	$ 234,462	$ 536.53	$ 5.37
ALL DISTRICT SCHOOLS WITH CHAPTER 1 PROGRAMS (N=56)	35,107	9,344	27%	4,441	1,239	5,658	59%	16%	$5,237,661	$ 922.12	$11.27
PARTICIPATING NONPUBLIC SCHOOLS (N=7)	2,329	448	19%	230	100	323	72%	14%	$ 403,622	$1,223.10	$23.23
ALL SCHOOLS WITH CHAPTER 1 PROGRAMS	37,436	9,992	27%	4,671	1,339	5,981	60%	16%	$5,641,283	$ 938.63	$11.71

*Includes salaries, supplies, travel, benefits

[redacted]

IDENTIFICATION OF SCHOOLS ELIGIBLE FOR CHAPTER 1

Schools in the Albuquerque Public Schools are eligible for Chapter 1 services if the percent of students residing in the school's attendance area who are eligible for the free lunch program is greater than the District average. At the elementary school level, the average percent of free lunch students for the 1984-85 school year was 32.9%. Thirty-five (35) elementary schools, with free lunch percentages ranging from 33.3% to 79.7%, met the criterion. Another three (3) elementary schools continued to receive Chapter 1 instructional services under the old Title I provision which extended eligibility if a school had been eligible and had received Title I service in either of the preceding two years. In January, 1985 a thirty-ninth school was added when Mary Ann Binford opened. Children who were moved to Mary Ann Binford and who had been receiving Chapter 1 instruction at other Chapter 1 schools continued to receive that service.

At the middle school level, a free lunch percent greater than the District average of 28.6% qualified thirteen (13) schools, with percentages ranging from 28.9% to 75.3%.

Four high schools with greater than the district average of 17.1% free lunch eligible students were targeted for Chapter 1 service. At the eligible high schools, the percent of students involved in the free lunch program ranged from 27.4% to 38.4%.

Appendix A lists the results, school by school, of the low income survey for 1984-85.

IDENTIFYING THE 1984-85 CHAPTER 1 INSTRUCTIONAL FOCUS

A Chapter 1 Needs Assessment Steering Committee of parents, teachers, and public and private school administrators conducted a survey of Chapter 1 parents, students (grades 5-12), teachers, aides, principals and school improvement team members in January, 1984. Based on the results of this survey, the committee made the following recommendations to the District Chapter 1 Parent Advisory Council:

- Reading instruction at the elementary, middle and high school levels should be the focus of the 1984-85 Chapter 1 program in the Albuquerque Public Schools, with an emphasis at the elementary level.
- Cognitive Language Development (CLD) should be continued in the 1984-85 Chapter 1 program in the Albuquerque Public Schools.

The District Parent Advisory Council endorsed these recommendations which were then submitted to and approved by the District administration.

CHAPTER 1 STAFF ALLOCATION, 1984-85

Once the schools eligible for Chapter 1 services had been identified, and the Chapter 1 program emphasis (reading) for the 1984-85 school year had been determined, the process of allocating human resources to each Chapter 1 site began. The allocation of resources was based on the numbers and needs of children at each Chapter 1 site. Specifically:

1) the number of students who scored at or below the 4th stanine on a standardized reading test;
2) how far below the 4th stanine those students scored; and
3) the number of students on the Chapter 1 masterlist of eligible students, as determined by their reading skill development.

In order to aggregate all three of these variables to establish a composite reading need for each school, the three variables were converted to a common measure. This was done by converting each set of raw values to a set of standard scores (T-scores), each with a mean of 50 and a standard deviation of 10. These conversions permit adding together each school's score on each of the three variables to establish the composite reading need. At the elementary level, more weight was given to the two objective variables reflected by the reading achievement test performances. Those two variables account for 4/5 of the resource allocation formula, while the number of students on the masterlist (which is determined by elementary classroom teacher ratings of childrens' reading skill development) accounts for 1/5 of the formula. Each school eligible for Chapter 1 service was then ranked, based on the composite score. The school with the largest T-score was ranked first; the school with the smallest T-score was ranked last.

Funding considerations were taken into account when determining the basic program allotment for the least needy school. In 1984-85, the basic Chapter 1 staff allocation was 1 teacher and 1 aide at the elementary schools, and 1 teacher at the secondary schools. The staff allocation increased as the schools demonstrated increasing needs relative to the "least needy" school.

Appendix B contains the Chapter 1 Resource Allocation (staff) for each of the schools in 1984-85.

PLANNING THE SCHOOL PROGRAM

After each Chapter 1 eligible school received its staff allocation for the 1984-85 school year, the principal, in consultation with teachers, parents, and Chapter 1 staff designed the Chapter 1 program and delivery system which would best meet the needs of students at his/her school. The planned reading and/or reading-related (CLD) project(s) to be funded by Chapter 1 and supplemental to the classroom reading program were presented to the Area Superintendents, the District Chapter 1 Coordinator, the Area Instructional Directors and Chapter 1 Program Specialists. These hearings provided an opportunity for clarification of program design and objectives, and for any special requests to modify the staff allocation within the funding limits (e.g., exchanging one aide for a .5 FTE teacher).

A copy of the Building Level Chapter 1 Program Planning Form can be found in Appendix C.

IDENTIFICATION OF ELIGIBLE CHAPTER 1 STUDENTS (MASTERLIST)

In the spring, classroom teachers at elementary schools eligible for Chapter 1 programs rated the reading skills development (readiness at kindergarten) of all the children in their classrooms using the following scale:

1 = extremely low reading skills
2 = very low reading skills
3 = low reading skills
4 = low average reading skills
5 = average reading skills
6 = high average reading skills
7 = very good reading skills
8 = excellent reading skills
9 = superior reading skills

The ratings were made relative to a grade level performance, using the "national average child" as the standard for comparison at each grade level.

At the elementary schools, children who were rated 1, 2, 3 or 4 -- all below average ratings -- were placed on the Chapter 1 Masterlist of eligible students for the 1984-85 school year.

Students attending middle schools were placed on the Chapter 1 Masterlist of eligible students if their performance on the Botel Word Opposites Test was at 4th grade level or below.

Students at grades 9, 11 and 12 who scored at the 5th grade or below on the Botel Word Opposites Test, and students at grade 10 who scored at the 5th grade or below on the Gates-McGinitie Reading Test were placed on the 1984-85 Chapter 1 Masterlist.

SELECTION OF CHAPTER 1 PARTICIPANTS

At most schools, there are more students on the Chapter 1 masterlist than can actually be served. Chapter 1 personnel screen the masterlist students with standardized tests, diagnostic tests and teacher interviews to prioritize the students in terms of their need for service.

At the elementary level, the prioritization takes the form of another 9-point rating scale. The definitions on this scale relate to children's need for service rather than a specific level of skill development, as is the case with the classroom teacher rating scale. The criteria for the Chapter 1 teacher ratings at elementary schools is as follows:

1 = Student has the very greatest need for Chapter 1 service, compared to others on the Masterlist in the same grade.
2 = Student has a great need for Chapter 1 service, compared to others on the Masterlist in the same grade.
3 = Student definitely needs Chapter 1 service compared to others on the Masterlist in the same grade.
4 = Student needs Chapter 1 service.
5 = Student could use Chapter 1 service if caseload permits.

6 = Student could use Chapter 1 service if caseload permits, but has some chance of succeeding in the classroom without the service.
7 = Student could use Chapter 1 service, but demonstrates a few more skills than others on the Masterlist in the same grade.
8 = Student could use Chapter 1 service, but demonstrates even more skills than others on the Masterlist in the same grade.
9 = Student needs Chapter 1 service the very least, when compared to others on the Masterlist in the same grade.

Chapter 1 elementary teachers then select their caseload of participating students beginning with the lowest rated children on the Masterlist.

At the secondary level, Chapter 1 teachers, in consultation with each school's Reading Teacher/Consultant, further screen the list of eligible students and select for their caseloads those students most in need of Chapter 1 reading instruction.

APS ELEMENTARY SCHOOL

CHAPTER 1 EVALUATION RESULTS

1984-85

READING

AND

COGNITIVE LANGUAGE DEVELOPMENT

DISTRIBUTION OF SERVICES IN APS ELEMENTARY SCHOOLS AND NON-PUBLIC SCHOOLS WITH CHAPTER 1 PROGRAMS

In 1984-85, the APS Chapter 1 elementary school programs offered instruction in reading and Cognitive Language Development (CLD). The reading program was concentrated primarily at grades 2-5, while the CLD program focused instruction mainly at K-1.

At the 39 APS elementary schools with Chapter 1 programs in 1984-85, 6858 children had been identified by their classroom teachers as demonstrating below average reading skills. This figure represented 37% of the total grade K-5 population at these schools. Of the 6858 identified Chapter 1 masterlist children, a total of 4191 students, 61% of the masterlist, received reading and/or CLD instruction.

At the 7 participating non-public schools, 448 children who resided in Chapter 1 public school attendance areas were rated by their classroom teachers as below average in reading skill development. Chapter 1 instruction was provided to 323 (72%) of the K-8 masterlist students at these schools.

The Chapter 1 Cognitive Language Development (CLD) program emphasized the development of language and thinking skills in support of childrens' reading success in the classroom. Service was concentrated at kindergarten and first grade through a variety of delivery systems: pullout, in-classroom service, both pullout and in-classroom, and extending the school day for kindergarten students. Youngsters in the CLD program averaged 73 hours of instruction. The average number of instructional hours varied by school -- from 36 to 139 hours -- depending on the type of program a school had selected.

The Chapter 1 Elementary Reading Program provided students with individualized reading instruction supplemental to the classroom reading program. Instruction was focused at grades 2-5, and was achieved through several types of delivery systems, including pullout, in-classroom, both pullout and in-classroom, and one extended school day program. Students participating in the Chapter 1 reading program received, on the average, 78 hours of supplemental instruction. The average number of instructional hours ranged from 43 to 129, depending on the structure of the specific program.

Table 1 summarizes the distribution of services in elementary schools with Chapter 1 programs in 1984-85. Of the 7306 children eligible for Chapter 1 services, the 4244 who actually participated were those students demonstrating the greatest need for Chapter 1 programs. Chapter 1 coordinates its selection efforts with other supplemental services in the schools. As a result, eligible Chapter 1 children are placed in a supplemental program only after careful attention has been given to each child's unique needs. For 881 of the pupils, a service other than Chapter 1 was determined to be more appropriate. There still remained a sizable group of over 2000 children, identified as underachievers, who did not receive any supplemental service.

There were 341 language category A or B (non-English or limited English speaking) students placed on the 1984-85 Chapter 1 masterlists. Chapter 1 programs served 213 (62%) of these children. The number of A or B language category students on the 1984-85 masterlist was less than the 431 in 1983-84, at which time Chapter 1 served 240 (56%) of these students.

Table 1 Distribution of Supplemental Services (5 or more hours) to Chapter 1 Masterlist Children, 1984-85

August 20, 1984 through May 3, 1985

School APS ELEMENTARY SCHOOLS AND NON-PUBLIC SCHOOLS WITH CHAPTER 1 PROGRAMS

Total School Enrollment 18,407 (APS only)

Total Number on Ch. 1 Masterlist 7306

Grades Served by Chapter 1 K-8
(includes non-public 6-8)

(Any child rated by a classroom teacher as below grade level in reading skills was placed on the masterlist.)

Chapter 1 Service

CHAPTER 1 PROGRAM	NUMBER SERVED	GRADES SERVED	AVERAGE HOURS SERVICE	AVERAGE WEEKS IN PROGRAM	STAFF NUMBER TEACHERS	STAFF NUMBER AIDES
CHAPTER 1 READING	3204	K-8	78	23	93.5	29.4
CHAPTER 1 CLD	1040	K-2	73	24	41.0	22.1

Multiple Supplemental Services**

READING +CLD	READING + NON-CHAPTER 1	CLD + NON-CHAPTER 1	NON-CHAPTER 1 ONLY	NON-SERVED
32	421	141	881	2,084

**This table shows numbers of masterlist students receiving combinations of Chapter 1 services; combinations of Chapter 1 and non-Chapter 1 supplemental services (e.g., Resource Room, Special Ed., counseling, social work, tutoring, outside clinical assistance); non-Chapter 1 supplemental services only; and the number of masterlist students who did not receive any supplemental instruction.

TOTAL NUMBER OF A & B LANGUAGE CATEGORY *** CHILDREN ON MASTERLIST	TOTAL NUMBER OF A & B LANGUAGE CATEGORY CHILDREN SERVED BY CHAPTER 1
341	213

***A = monolingual other than English
B = limited English speaking (dominant language other than English)

w/k/jj

Table 2 displays, by grade level, the number of participants and the average hours of service for youngsters in Chapter 1 Elementary Reading and CLD programs during the 1984-85 school year.

Table 2. 1984-85 Chapter 1 Service by Grade Level

Grade Level	Number Served by CLD	Average Instr. Hrs. CLD	Number Served by RDG	Average Instr. Hrs. Reading
Kindergarten	645	77	51	39
Grade 1	639	69	287	51
Grade 2	54	59	953	69
Grade 3			784	81
Grade 4			597	94
Grade 5			469	95
Grade 6 (non-public)			33	31
Grade 7 (non-public)			16	23
Grade 8 (non-public)			14	34

Of the reading-served population, 89% of the participants were at grades 2-5, with the largest number at grade 2.

Ninety-six percent (96%) of the CLD caseloads came from kindergarten and grade 1, and were almost equally distributed across these two grade levels.

SUMMARY OF CHAPTER 1 IMPACT AT THE ELEMENTARY LEVEL

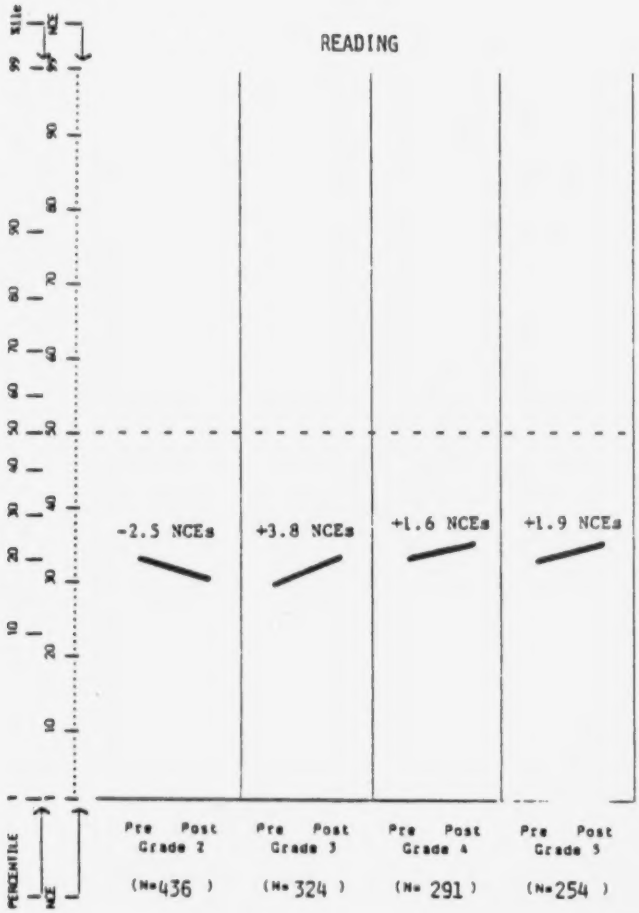
Achievement Data

The question to be answered regarding Chapter 1 program impact is, "Are the Chapter 1-served children better off after participating in a Chapter 1 program than if they had not participated in the program?" That is, do they have more skills than they would have had if they had not been served by Chapter 1? To address this question, the norm-referenced evaluation model was used. This model assumes that if no supplemental instruction is provided for the Chapter 1 child, his/her posttest percentile score will equal his/her pretest percentile score; i.e., the child will gain skills from pretest to posttest at the same rate as other children in the country who scored like s/he did on the pretest. Program impact is reflected by higher posttest percentile scores for Chapter 1-served children, an indication that the supplemental instruction helped the children gain skills more rapidly than otherwise expected. However, equal pre and posttest scores must also be considered evidence of program impact since Chapter 1 children will frequently fall further behind their age/grade mates if they do not receive supplemental instruction. When Chapter 1-served children score lower on the posttest than the pretest, it indicates that while these children did gain skills during the period of instruction, they did so at a slower rate than their non-Chapter 1 counterparts.

The graph which follows reflects the Comprehensive Tests of Basic Skills (CTBS) pre to posttest reading total performances of Chapter 1 reading-served children in 1984-85. Only the scores of children who received a minimum of 40 hours of Chapter 1 reading instruction and who had both a pre and posttest score are reported. For purposes of comparison, both the percentile scale and the NCE (normal curve equivalent) scale have been displayed. An NCE, like the percentile, represents a child's standing relative to others at his/her grade level taking the test. The two scales match at 1, at 50 ("average"), and at 99. The numbers next to the lines indicate the difference in pre to posttest NCEs.

Horizontal pre-to-posttest lines indicate normal growth. Ascending pre-to-posttest lines reflect greater than normal skill development and that growth can be attributed, in part, to participation in the Chapter 1 program. Descending pre-to-posttest lines usually indicate that the children did improve from pre-to-posttest but did so at a slower rate than the other children who scored like they did on the pretest.

Graph 1. 1984-85 PRE TO POSTTEST READING ACHIEVEMENT PERFORMANCES OF ELEMENTARY SCHOOL CHILDREN RECEIVING ≥ 40 HOURS OF CHAPTER 1 READING SERVICE.

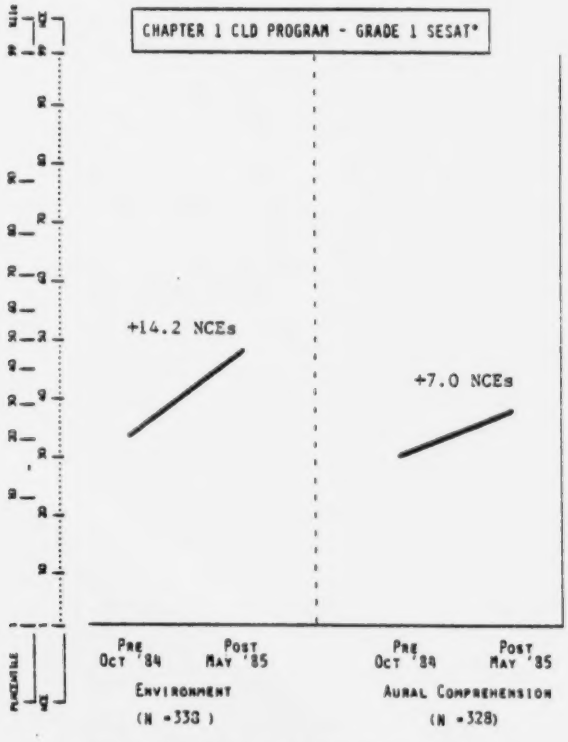


The ascending pre-to-posttest lines at grades 3, 4, and 5 indicate that the Chapter 1-served children gained reading skills at a greater than normal rate. The descending line at grade 2 indicates that while these students gained skills from pre to posttest, they grew at a slower rate than students who scored like they did on the pretest.

First grade CLD participants took two subtests of the Stanford Early School Achievement Test (SESAT), Level II, on a pre/post basis with about a 7-month interval. "The Environment" is a subtest which measures general information. "Aural Comprehension" assesses children's skills at listening and answering questions based on what they heard.

Graph 2 shows the NCEs for those first graders in the district who took both the pre and posttest and who received at least 30 hours of Chapter 1 CLD instruction.

Graph 2. 1984-85 PRE TO POSTTEST ENVIRONMENT AND AURAL COMPREHENSION PERFORMANCES OF CHILDREN RECEIVING ≥ 30 HOURS OF CHAPTER 1 CLD SERVICE.



*STANFORD EARLY SCHOOL ACHIEVEMENT TEST, LEVEL 2

The ascending pre to posttest lines reflect greater than normal skill development which can be attributed, in part, to participation in the Chapter 1 CLD program. These children reduced the achievement gap that exists between Chapter 1 and non-Chapter 1 students.

Classroom Teacher Feedback: Reading Program.

Classroom teachers are an invaluable source of information regarding Chapter 1 program impact on children from their classes. In 1984-85 classroom teachers provided information on approximately 2000 Chapter 1 reading-served children. Table 3 reflects teacher perceptions of student growth that they attribute, at least in part, to Chapter 1 participation.

Table 3.

1984-85

All Chapter 1 Schools

Classroom Teachers' Perceptions of Chapter 1 Reading Program Impact.

	All Chapter 1 Schools	
AREAS OF IMPROVEMENT	(N)	PERCENT OF STUDENTS SHOWING OBSERVED IMPROVEMENT
SELF-CONFIDENCE	(2199)	92%
ATTITUDE TOWARD SCHOOL	(2086)	88%
ATTITUDE TOWARD READING	(2249)	91%
ATTITUDE TOWARD OTHER SUBJECTS	(1654)	82%
PERFORMANCE IN OTHER SUBJECTS	(1607)	82%
LISTENING SKILLS	(2184)	86%
FOLLOWING DIRECTIONS	(2165)	85%
COMPLETING TASKS	(2105)	81%
SELF-MANAGEMENT SKILLS	(2053)	81%
STUDY SKILLS (USE OF TABLE OF CONTENTS, INDEX, ETC.)	(1439)	81%
DECODING	(1845)	92%
RECOGNITION OF SIGHT WORDS	(1989)	95%
COMPREHENSION	(2217)	92%
READING FLUENCY	(2099)	89%
SELF-INITIATED READING	(2164)	84%
OTHER:		
OTHER:		
OTHER:		
IMPROVEMENT JUSTIFIES TIME IN PROGRAM	(2132) YES	96%
	NO	4%

Progress was noted in all 15 areas assessed. In the affective area, 92% of the students showed improvement in their self-confidence and 91% showed improvement in their attitude toward reading. In the cognitive area, improvement was reported for 95% of the students in sight word recognition, 92% in decoding, 92% in reading comprehension, and 89% in reading fluency.

Teachers also indicated that for 96% of the students the observed improvement in classroom performance justified the amount of time the children spent in the Chapter 1 reading program.

One hundred thirty six (136) classroom teachers provided additional comments regarding the Chapter 1 reading program. Ninety-eight percent (98%) of these comments were extremely supportive and positive. A selected, representative sample follows:

- The teacher has done an excellent job of providing meaningful and exciting activities for the children. The children have benefited tremendously from the program. Students look forward to reading and have gained great confidence and nearly lost the fear and frustration of failure.

- In the limited time that the teacher has worked with these children I have noticed marked improvement in all areas. All children having any difficulty in the classroom should have the opportunity for this additional help.

- We need to continue the Chapter 1 program. The Chapter 1 staff has done much to help our children gain in their academics as well as self-concept. The Chapter 1 staff is an asset to the school.

- The Chapter 1 instructors and teachers have coordinated some plans so their programs would work together to build skills and attitudes of these students. It is important that we continue to have Chapter 1 instruction in reading.

- The progress these children have made would have been significantly lower without the Chapter 1 program. Reinforcement and the addition of new skills has increased the children's abilities in many areas. Thank you.

- The Chapter 1 classes have helped every one of my students to deal with all other areas of instruction. The reading teacher has helped me to deal with the reading problems of these students. She is outstanding.

- All my students have a very positive attitude about this program and have made academic improvement. The reading program is well worth the time. The kids made exceptional progress.

- I felt, most emphatically, that the reading program was most beneficial to most of the children. The time they spent in the program was well worth it for them. They picked up in their reading and writing skills.

- Each child looks forward to going to reading each day and their self-confidence has improved and spread to other subject areas. I'm very pleased with their progress and it should help them next year.

- I cannot begin to express my gratitude for this program. Teacher and aide have worked with these children with much love and patience. They contributed to the development of essential skills in the first grade in a way that I did not have the time to provide.

- This program makes so much difference in reading performance as well as attitude and excitement towards reading. Keep it up!!!

Classroom Teacher and Parent Feedback: CLD Program.

Classroom teachers and parents of children participating in the CLD program provided observational information regarding program impact. Tables 4 and 5 summarize this information.

1984-85

TABLE 4 CLASSROOM TEACHERS' PERCEPTIONS OF CHAPTER 1 CLD PROGRAM IMPACT

	District	
AREAS ASSESSED	(N)	PERCENT OF STUDENTS SHOWING NOTABLE IMPROVEMENT
ATTITUDE TOWARD SCHOOL	(121)	90%
WORKS COOPERATIVELY WITH OTHERS	(156)	87%
SELF-CONFIDENCE	(231)	93%
SPEAKS MORE OFTEN	(262)	94%
SPEAKS MORE CLEARLY (MAKES SELF UNDERSTOOD)	(183)	91%
LIKES READING	(284)	92%
ORGANIZATION OF TIME AND/OR BEHAVIOR	(228)	81%
THINKING/REASONING SKILLS	(549)	91%
ATTENTION SPAN	(217)	82%
MEMORY	(498)	88%
FOLLOWS DIRECTIONS	(405)	88%
AUDITORY DISCRIMINATION/ SOUND SYMBOL RELATIONSHIPS	(192)	88%
INTEGRATION OF LANGUAGE SKILLS WITH READING/WRITING	(472)	92%
VOCABULARY SKILLS	(848)	93%
IMPROVEMENT JUSTIFIES TIME OUT OF CLASSROOM	(1028) YES	99.6%
	(4) NO	.4%

(N) = ONLY THOSE STUDENTS FOR WHOM THAT PARTICULAR AREA WAS EMPHASIZED

Classroom teachers indicated that they observed progress for more than 90% of the students in self-confidence, verbal expression, enjoyment of reading, thinking and reasoning skills, integration of language skills with reading and writing, and vocabulary skills. Of the 14 areas assessed by teachers the percent of students showing notable improvement ranged from 81% to 94%.

For over 99% of the children, the classroom teachers felt that the observed improvement justified the time spent in the CLD program.

1984-85

TABLE 5 PARENTS' PERCEPTIONS OF CHAPTER 1 CLD PROGRAM IMPACT

	District	
AREAS ASSESSED	(N)	PERCENT OF STUDENTS SHOWING NOTABLE IMPROVEMENT
ATTITUDE TOWARD SCHOOL	(93)	85%
WORKS COOPERATIVELY WITH OTHERS	(109)	86%
SELF-CONFIDENCE	(161)	89%
SPEAKS MORE OFTEN	(193)	93%
SPEAKS MORE CLEARLY (MAKES SELF UNDERSTOOD)	(134)	96%
LIKES READING	(216)	94%
ORGANIZATION OF TIME AND/OR BEHAVIOR	(175)	86%
THINKING/REASONING SKILLS	(446)	92%
ATTENTION SPAN	(163)	89%
MEMORY	(389)	91%
FOLLOWS DIRECTIONS	(311)	91%
AUDITORY DISCRIMINATION/ SOUND SYMBOL RELATIONSHIPS	(151)	91%
INTEGRATION OF LANGUAGE SKILLS WITH READING/WRITING	(362)	94%
VOCABULARY SKILLS	(657)	95%
IMPROVEMENT JUSTIFIES TIME OUT OF CLASSROOM	(783) YES	98.1%
	(15) NO	1.9%

(N) = ONLY THOSE STUDENTS FOR WHOM THAT PARTICULAR AREA WAS EMPHASIZED

Parents also reported the most progress for their children in verbal expression, enjoyment of reading, thinking and reasoning skills, integration of language skills with reading and writing, and vocabulary skills. In addition, for 91% of the youngsters, parents observed improvement in memory, following directions and auditory discrimination. Of the 14 areas assessed by parents the percent of children showing notable improvement ranged from 85% to 95%.

For 98% of the children, parents felt that the improvement justified the time spent in the CLD program.

APS SECONDARY SCHOOLS

CHAPTER 1 EVALUATION RESULTS

READING

1984-85

DISTRIBUTION OF SERVICES IN APS SECONDARY SCHOOLS WITH CHAPTER 1 PROGRAMS

In 1984-85, students at grades 6-8 were placed on the Chapter 1 masterlist of eligible students if their performance on the Botel Word Opposites Test was 4th grade level or below. At grades 9, 11 and 12 the criterion for eligibility was a Botel score of 5th grade or below. At grade 10, a Gates-McGinitie Reading Total score of 5th grade or below was used to place students on the masterlist. A total of 2686 students at grades 6-12 were identified as Chapter 1 masterlist students. Chapter 1 reading instruction, in Reading Centers at each site, was provided to 1467 secondary students, or 55% of the total number eligible.

Secondary Chapter 1 reading teachers work closely with the on-site Reading Teacher/Consultant to provide effective and appropriate instructional programs. The selection of participants is closely coordinated with other supplemental services in order to determine the most appropriate placement for students. Thirty-five percent (35%) of the non-served Chapter 1 eligible students needed, or were receiving, a support service other than Chapter 1.

Table 6 provides on overview of the distribution of Chapter 1 and non-Chapter 1 supplemental services provided for Chapter 1 eligible students in the 17 secondary schools during 1984-85. Column 4 reflects the number of students receiving support services in addition to Chapter 1, while column 6 indicates the reasons why eligible students did not receive Chapter 1 instruction. Other information contained in the table describes the amount of Chapter 1 service provided and the numbers served, by grade level. In summary:

- 1030 middle school students received an average of 90 hours of service in 1984-85; 437 high school students received an average of 97 hours of instruction.
- 74 Chapter 1-served students were identified as either A (non-English speaking) or B (limited English speaking) language category students.
- 98 Chapter 1-served students also received special education services in 1984-85.
- 317 (27%) of the non-served Chapter 1 eligible students experienced scheduling problems which precluded Chapter 1 service.
- 109 (9%) of the eligible students were on waiting lists because the Chapter 1 teachers had full caseloads.
- 98 (8%) of the masterlist students tested too high to be placed in a Chapter 1 program, which directs instruction toward the neediest students.

CHAPTER 1 SECONDARY SCHOOLS HOURLY DATA SUMMARY

1984-1985

READING PROGRAM

Column 1 shows the number of eligible students

Column 2 indicates the total number of students served by Chapter 1 as of 5/22/85

Column 3 indicates the total number of Chapter 1-served students by grade level

Column 4 gives the average hours of Chapter 1 instruction as of 5/22/85

Column 5 indicates the language categories (A and B) for Chapter 1-served students

Column 6 describes other support services students received in addition to Chapter 1 reading

Column 7 totals the number of eligible students not receiving Chapter 1 instruction

Column 8 details the reasons why students did not receive Chapter 1 instruction

If you would like more information, call Chapter 1 Evaluators at 881-3007.

	(1)	(2)	(3)			(4)	(5)		(6)								(7)	(8)										
									OTHER SUPPORT SERVICES IN ADDITION TO CHAPTER 1 (# OF STUDENTS)									REASON NOT SERVED BY CHAPTER 1 (# OF STUDENTS)										
SCHOOL	NUMBER ON HS.	TOTAL NUMBER CHAPTER 1 SERVED	TOTAL CHAPTER 1-SERVED BY GRADE			AVERAGE SERVICE HOURS THRU 5/22/85	LANGUAGE CATEGORIES CHAPTER 1-SERVED		SPECIAL ED/ RESOURCE ROOM	SPEECH/ LANGUAGE	COUNSELING/ THERAPY	EDUCATIONAL CONSULT	PSYCHOLOGICAL SERVICES	PARENTAL PROGRAM/ INVOLVEMENT	COORDINATION OF SUPPORT SERVICES		NUMBER NOT SERVED BY CHAPTER 1	ON WAITING LIST	SCHEDULING PROBLEMS	PARENT OR GUARDIAN REFUSED TO SIGN	LEFT SCHOOL	TRUANT	TRANSFER STUDENT	ILLNESS	OTHER	INFORMATION NOT PROVIDED	
			06	07	08		A NON ENGLISH	B LIMITED ENGLISH																				
ADAMS	90	54	24	21	9	79	3	4	5	0	0	0	0	0	0		36	0	0	28	6	0	0	0	0	0	0	2	ADAMS
GARFIELD	113	81	29	30	22	85	0	1	0	1	1	0	1	0	0		32	14	0	0	0	0	0	0	0	0	0	18	GARFIELD
HARRISON	160	70	30	18	22	124	2	4	4	4	0	0	0	0	0		90	80	0	1	2	0	1	0	0	2	0	4	HARRISON
HATES	96	65	29	16	20	84	0	2	7	5	5	0	0	1	1		31	0	1	28	0	0	0	0	0	0	0	2	HATES
KENNEDY	83	60	38	17	8	70	0	0	2	5	0	0	0	0	0		23	0	0	13	8	0	0	0	0	0	0	2	KENNEDY
MCKINLEY	64	53	26	13	14	131	0	2	3	2	1	0	0	0	0		11	0	4	3	4	0	0	0	0	0	0	0	MCKINLEY
POLK	98	81	29	30	22	93	0	0	1	1	0	0	0	0	0		17	1	0	2	2	0	2	0	0	0	0	10	POLK
ERNIE PYLE	115	71	24	29	18	120	0	3	1	0	0	0	0	0	0		44	0	0	24	0	0	0	0	0	0	12	8	ERNIE PYLE
TAFT	85	61	25	22	14	124	0	0	2	0	2	0	0	0	0		24	0	6	8	1	0	0	0	0	0	8	1	TAFT
THOMAS	180	125	56	45	24	74	1	1	3	0	0	0	0	0	0		55	12	0	27	9	0	0	0	7	0	0	0	THOMAS
VAN BUREN	129	82	41	25	16	74	0	9	10	20	3	0	0	0	2		47	0	1	22	15	0	0	0	0	0	1	8	VAN BUREN
WASHINGTON	183	153	70	61	22	72	2	6	22	9	1	4	0	0	6		30	2	0	0	12	0	0	1	0	0	11	4	WASHINGTON
WILSON	124	74	28	22	24	87	7	15	4	21	2	0	0	0	0		50	0	2	25	18	1	0	1	0	0	0	3	WILSON
TOTAL MID SCHOOLS	1520	1030	446	349	235	90	15	47	62	63	15	4	1	1	9		467	109	14	181	77	1	3	2	7	2	32	62	TOTAL MID SCHOOLS
			GRADE 9T	10	11	12																						
BIG CRANE	287	112	49	27	25	11	96	2	4	0	5	0	2	0	0	0	178	0	101	50	16	0	0	0	0	2	0	6	BIG CRANE
VALLEY	220	104	33	23	31	17	101	0	4	3	0	0	0	0	0	0	116	0	27	40	0	0	0	30	18	0	1	0	VALLEY
WEST MESA	328	96	77	19	0	0	115	0	0	15	0	3	0	0	0	0	232	0	113	79	0	7	1	20	6	2	3	1	WEST MESA
[illegible]	331	125	76	46	2	1	91	0	2	18	0	0	0	0	0	0	206	0	62	71	5	7	0	0	27	2	61	0	[illegible]
TOTAL HIGH SCHOOLS	1166	437	235	115	58	29	97	2	10	36	5	3	2	0	0	0	729	0	303	240	21	7	1	50	27	6	65	9	TOTAL HIGH SCHOOLS

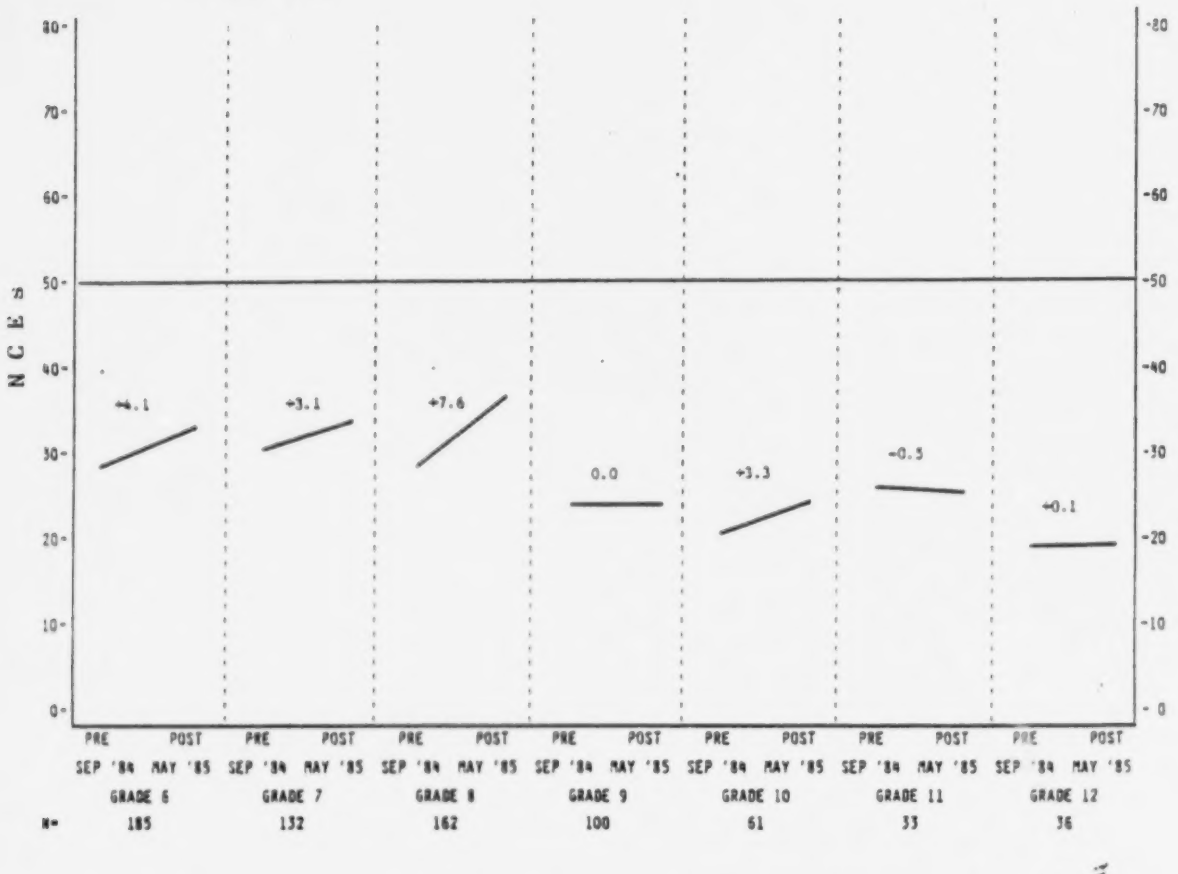
SUMMARY OF CHAPTER 1 IMPACT AT THE SECONDARY LEVEL

Achievement Data. As with the elementary school Chapter 1 programs, the question to be answered regarding the secondary Chapter 1 program is, "Are the Chapter 1-served students better off after participating in a Chapter 1 program than if they had not participated in the program?" To address this question, the norm-referenced evaluation model was used. This model assumes that if no supplemental instruction is provided for a Chapter 1 student, his/her posttest percentile score will equal his/her pretest percentile; i.e., students will gain skills from pretest to posttest at the same rate as other students in the country who scored like they did on the pretest. Program impact would be reflected by higher posttest percentile scores for Chapter 1-served students which would indicate that the supplemental instruction helped the students gain skills more rapidly than otherwise expected. A case can also be make for equal pre and posttest scores as an indication of program impact. (Thomas and Pelavin's 1976 research report, "Patterns of ESEA Title I Reading Achievement" determined that nonserved Title I children gained skills at roughly 75% of the non-Title I children's rate of skill development.) Where Chapter 1-served students score lower on the posttest than on the pretest, it indicates that while children did gain skills over the period of instructional time, they did so at a slower rate than their non-Chapter 1 peers.

For analysis purposes, percentile scores are converted to NCEs (normal curve equivalents). NCEs match the percentile scale at 1, 50, and 99 and comprise an equal interval scale.

The Stanford Diagnostic Reading Test (SDRT) was used to evaluate the secondary reading program. In order to be a part of the evaluation, students needed to have both pre and posttest scores and at least 75 hours of Chapter 1 instruction. Graph 3 shows the reading comprehension NCEs, by grade level, for these students.

Graph 3. 1984-85 PRE TO POSTTEST READING COMPREHENSION PERFORMANCES OF SECONDARY SCHOOL STUDENTS RECEVING ≥ 75 HOURS OF CHAPTER 1 INSTRUCTION.



The horizontal pre to posttest line at grade 9 indicates normal growth. As mentioned before, normal skill development can be considered evidence of Chapter 1 program impact since Chapter 1 students will often fall further behind if they don't receive supplemental instruction.

The descending pre to posttest line at grade 11 indicates that, although students gained some skills from pre to posttest, they grew at a slightly slower rate than students who scored like they did on the pretest.

The ascending pre to posttest lines shown at grades 6-8, 10, and 12 reflect greater than normal growth which can be attributed, at least in part, to Chapter 1 instruction.

A STUDY OF SUSTAINED EFFECTS

AND

LONGITUDINAL SERVICE

A STUDY OF SUSTAINED EFFECTS AND LONGITUDINAL SERVICE

SUSTAINED EFFECTS

Chapter 1 of the Education Consolidation and Improvement Act of 1981 retained the Title I requirement for assessing whether achievement gains are sustained, for a period of more than one year, after Chapter 1 service has been discontinued.

In the spring of 1985, data were available in APS from three CTBS testing periods (March 1983, March 1984 and March 1985) which permitted an analysis of sustained effects at the elementary level.

Data were analyzed for students who were 5th graders in 1984-85. A total of 36 children met all the requirements to be included in the study sample:

- they had received Chapter 1 reading instruction during or after 1982-83 (the first data point available) and prior to 1984-85 (the sustained effects data point); and
- they had CTBS reading total scores for all three data points (March 1983, 1984 and 1985).

Students were grouped according to three possible combinations of years of service from the third through the fourth grade. Service was defined as a minimum of 5 hours of Chapter 1 reading instruction during a school year. The following table lists the number and percent of students in each category, and the average total hours of Chapter 1 reading instruction received.

GRADE LEVEL(S) AT WHICH CHAPTER 1 INSTRUCTION RECEIVED	(N)	PERCENT OF SERVED GROUP	AVERAGE TOTAL HOURS CH. 1 INSTRUCTION
Grades 2, 3, 4 (1981-82, 1982-83, 1983-84)	(15)	42%	206
Grades 3 and 4 (1982-83, 1983-84)	(10)	28%	202
Grade 4 only (1983-84)	(11)	31%	82
Total Served at or Below Grade 4	(36)	100%	167

The norm referenced evaluation model was used to analyze the achievement data. For this analysis, percentile scores were converted to NCEs, normal curve equivalents. NCEs match the percentile scale at 1, 50 and 99, and comprise an equal interval scale. Like percentiles, a posttest NCE score equal to a pretest NCE score reflects normal growth; higher posttest scores represent greater than normal growth; and lower posttest scores reflect a slower rate of skills acquisition than expected. The table below shows the pre to posttest performance for students who received Chapter 1 instruction at 4th grade and/or below and their NCE performance at the end of the 5th grade year in which no Chapter 1 service was provided.

GRADE LEVEL(S) AT WHICH CH. 1 SERVICE REC'D	(N)	1983 ENTRY NCE (end GR. 3)	1984 EXIT NCE (end GR. 4)	NCE DIFF GR. 3 TO 4	1985 NO SERVICE YEAR NCE (end GR. 5)	SUSTAINED EFFECTS YR NCE DIFF GR. 4 TO 5	ENTRY LEVEL TO NO SERVICE YEAR NCE DIFF GRADE 3 TO 5
GRADES 2, 3, 4	(15)	30.8	36.8	+6.0*	33.0	-3.8*	+2.2
GRADES 3 & 4	(10)	32.8	32.9	+0.1	37.2	+4.3*	+4.4*
GRADES 4 ONLY	(11)	50.7	52.0	+1.3	53.0	+1.0	+2.3
TOTAL SERVED AT OR BELOW GRADE 4	(36)	36.4	39.8	+3.4*	39.5	-0.3	+3.1*

*NCE difference outside the standard error of measurement

When examining the total group performance for students who received Chapter 1 instruction as 4th graders, or in some combination of service prior to and including the 4th grade, the NCE gain for the service year was 3.4 NCEs. This amount falls outside the standard error of measurement of 2.0 NCEs for a group of that size, and can be considered significant. When looking at performance from the end of the 4th grade to the end of the 5th grade, during which time no Chapter 1 service was provided, the NCE decline of -0.3 NCEs is negligible, and probably due to measurement error. The NCE difference from the point of program entry to the end of the year of no service was +3.1 NCEs, again a significant gain in performance.

When analyzing the group performance by grade levels of service, several interesting points are noteworthy:

- Children served as 2nd, 3rd, and 4th graders made the largest gains (+6.0 NCEs) from the end of 3rd grade to the end of 4th grade, and showed the largest loss of NCEs during the year they were not served. This group of youngsters had the lowest entry score and received the most continuous service -- evidence that selection into the APS Chapter 1 program continues to target the most needy children. These students were still better off at the end of the no service year (+2.2 NCEs) than they were at program entry, although the rate of gain decreased during the year in which no service was received.

- Children served as both 3rd graders and 4th graders did not show significant gain from program entry to exit, yet demonstrated a significant NCE gain (+4.3 NCEs) during the year they were not served, as well as from program entry to the end of the no service year (+4.4 NCEs). One of the goals of Chapter 1 intervention is to establish a set of study skills that will permit participating students to function successfully in the regular classroom. It appears that this goal was reached, at least in part, with this group of students.

- Youngsters who were served only as 4th graders showed gains from entry to exit (+1.3 NCEs), as well as evidence of sustained effects (+1.0 NCEs). The question raised here is why these students were receiving Chapter 1 instruction since the entry level of 50.7 NCEs was not below average. An analysis of the classroom teacher reading ratings for this group of students brought the following information to light:
  - In spring, 1982 (end of grade 2) 6 of the 11 children had ratings of 5 (average), and 2 were rated 6 (high average).
  - In spring, 1983 (end of grade 3 -- the rating that qualified students for service as 4th graders) 6 of the 11 children had ratings of 4 (low average) and 3 were rated 5.
  - In spring, 1984 (end of grade 4) 10 of the 11 children were rated 5 or higher.

The classroom teacher ratings substantiate the test data indicating that most of the students in this group were in the average range in reading skill development. More than likely, they were referred to the program because of a specific reading skill deficiency.

LONGITUDINAL SERVICE

The Sustained Effects Study provided the impetus to continue the examination of student performance for students who had received Chapter 1 service in varying combinations of grade levels through the 5th grade. Another 5 groups of students were identified who had received a minimum of 5 hours of Chapter 1 service according to the following configurations:

GRADE LEVEL(S) AT WHICH CHAPTER 1 INSTRUCTION RECEIVED	(N)	PERCENT OF SERVED GROUP	AVERAGE TOTAL HOURS CH. 1 INSTRUCTION
Grades 2, 3, 4, 5	(54)	40%	334
Grades 3, 4, 5	(37)	27%	313
Grades 5 only	(22)	16%	85
Grades 4 and 5	(13)	10%	192
Grades 3 and 5	(10)	7%	183
Total Served at and Below Grade 5	(136)	100%	263

A total of 136 students received service as 5th graders or in some combination of service at grade 5 and in grade levels below grade 5. The largest number (54) had received Chapter 1 instruction for four consecutive years, while 37 students received Chapter 1 service for three consecutive years. The smaller numbers of children included in this study sample had received service only as 5th graders (22), as 4th and 5th graders (13), or as 3rd and 5th graders (10).

As was done in the Sustained Effects Study, the three available data points for CTBS Reading Total scores were analyzed for these Chapter 1 participants. The table below displays the CTBS Reading Total NCEs from the end of grade 3 (1983), the end of grade 4 (1984), and the end of grade 5 (1985), and the NCE differences between the three data points.

GRADE LEVEL(S) AT WHICH CH. 1 SERVICE REC'D	(N)	1983 NCE END GR. 3	1984 NCE END GR. 4	1985 NCE END GR. 5	NCE DIFF GR. 3 TO 4	NCE DIFF GR. 4 TO 5	NCE DIFF GR. 3 TO 5
Grades 2, 3, 4, 5	(54)	27.0	29.4	33.5	+2.4*	+4.1*	+6.5*
Grades 3, 4, 5	(37)	29.0	33.3	34.5	+4.3*	+1.2	+5.5*
Grades 3 and 5	(10)	35.6	44.0	40.3	+8.4*	-3.7	+4.7*
Grades 4 and 5	(13)	35.0	37.2	33.8	+2.2	-3.4*	-1.2
Grade 5 only	(22)	45.0	45.4	43.7	+0.4	-1.7	-1.3

* NCE difference outside the standard error of measurement

The children receiving consecutive years of Chapter 1 service were, again, the students with the lowest NCE scores at the end of the 3rd grade -- another confirmation that the neediest children continue to receive Chapter 1 reading instruction. The NCE gains for these youngsters are positive, consistent and significant.

The group of children who received Chapter 1 instruction in both the 3rd and 5th grade had a higher NCE score at the end of 3rd grade than did the consecutive-years groups. The year they were not served produced an NCE gain of +8.4. They lost some ground (-3.7 NCEs) during the 5th grade, but still showed a significant gain from the end of grade 3 to the end of grade 5 (+4.7 NCEs).

Students served as 4th and 5th graders improved their NCE performance as 4th graders (+2.2 NCEs), then slipped in performance (-3.4) as 5th graders. From 3rd to 5th grade the overall NCE performance was also lower than expected, although within the standard error of measurement of 3.3 NCEs for a group of that size.

The 22 children served only as 5th graders had the highest 1983 NCE score of all the groups. The year of service produced an NCE change of -1.7, and the difference between their 1983 and 1985 NCE performance was -1.3.

In summary:

- Children served for 3 or 4 consecutive years were the lowest scoring groups at the end of grade 3, yet showed significant NCE gains at 5 of the 6 comparative data points (grade 3 to 4, grade 4 to 5, and grade 3 to 5).
- Children served as 3rd and 5th graders showed significant gains as 4th graders. Their cumulative gain from the end of 3rd to the end of 5th grade was also significant.

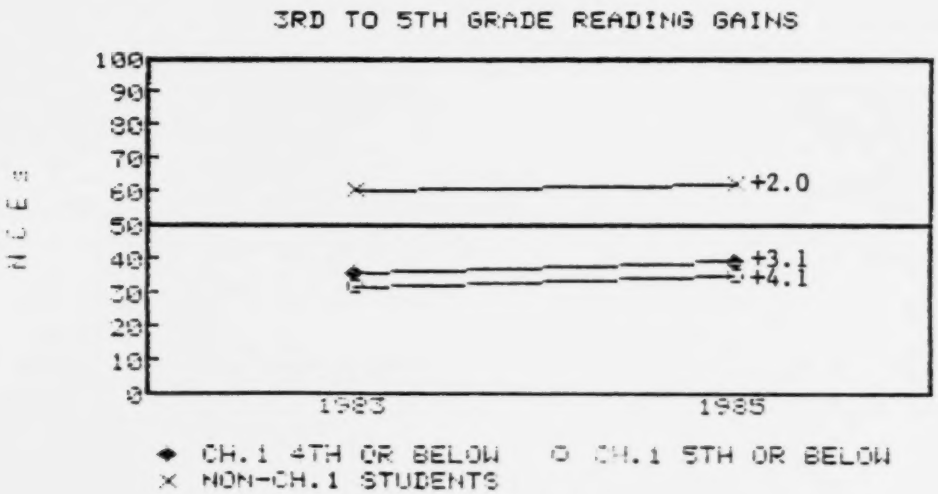
- Overall, children served in both grades 4 and 5, and children served only as 5th graders, gained skills less rapidly than the norm group to whom they were being compared.

There were 632 non-Chapter 1 students for whom the same CTBS data points were examined. This group of students had an average NCE of 60.5 at the end of grade 3 and an average NCE of 62.5 at the end of grade 5, for an NCE gain of +2.0.

Of the 8 groups of Chapter 1-served students described in the sustained effects and longitudinal studies, 6 groups had NCE gains, from the end of grade 3 to the end of grade 5, which were greater than the non-Chapter 1 students. Although the Chapter 1-served students are still far behind, they are closing the gap between their performance and that of their non-Chapter 1 classmates.

The data on the non-Chapter 1 students also demonstrate that the stable population of non-Chapter 1 children in schools which offer Chapter 1 programs are achieving well above the national average, and gaining skills more rapidly than their counterparts in the national norming group.

The following graph illustrates the 1983 to 1985 CTBS Reading Total NCE performances for the 632 non-Chapter 1 students, the 36 students who were served by Chapter 1 at the 4th grade and/or below (the sustained effects study group), and the 136 students who participated in Chapter 1 reading programs as 5th graders and below (the longitudinal service study group).



One inference which can be made from all of the data presented in this study is that a diversity of student needs are being identified and addressed by principals, classroom teachers, Chapter 1 teachers, and other support staff members. From children coming to school with few reading skills, to those whose skill development exceeds the norm, school staffs are successfully guiding children toward achieving their potential.

COMPARISON OF APS CHAPTER 1

AND NATIONAL CHAPTER 1

PROGRAM IMPACT

COMPARISON OF APS AND NATIONAL CHAPTER 1 PROGRAM IMPACT

The following graphs illustrate pre to posttest NCE performances for:

1) students included in the national Chapter 1-served population in FY 1983 as part of the Department of Education's Annual Evaluation Report;
2) students in APS who received a minimum of 40 hours of Chapter 1 reading instruction at the elementary level, and 75 or more hours at the secondary level in 1983-84; and
3) students in APS who received a minimum of 40 hours of Chapter 1 reading instruction at the elementary level, and 75 or more hours at the secondary level in 1984-85.

(Pre to posttest data are not available at the elementary level for 1982-83 APS Chapter 1 participants due to the change in achievement tests, from the Stanford Achievement Test to the CTBS, used to measure performance.)

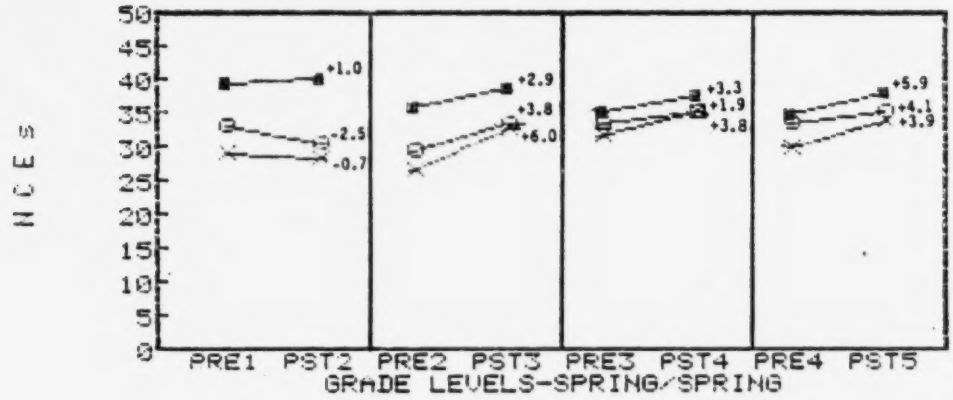
In APS, elementary students are tested on a spring-to-spring basis, while secondary Chapter 1 participants are tested fall-to-spring. The APS groups are compared to the national groups who also were tested within these time frames.

There is a strong caution in the effectiveness section of the USDOE Annual Evaluation Report regarding the interpretation of fall-to-spring achievement test gains. Essentially, a problem arises when the fall pretest is administered prior to the test norming dates, which produces an overestimate of achievement gains. The authors of the report question the credibility of the fall to spring data presented in the report, since many districts do administer the fall pretest prior to norm dates. The APS Chapter 1 program at the secondary level administers the pretest within the norming dates suggested by the publisher. Therefore, the APS NCE changes do reflect true differences, whereas the national comparison group gain scores are questionable.

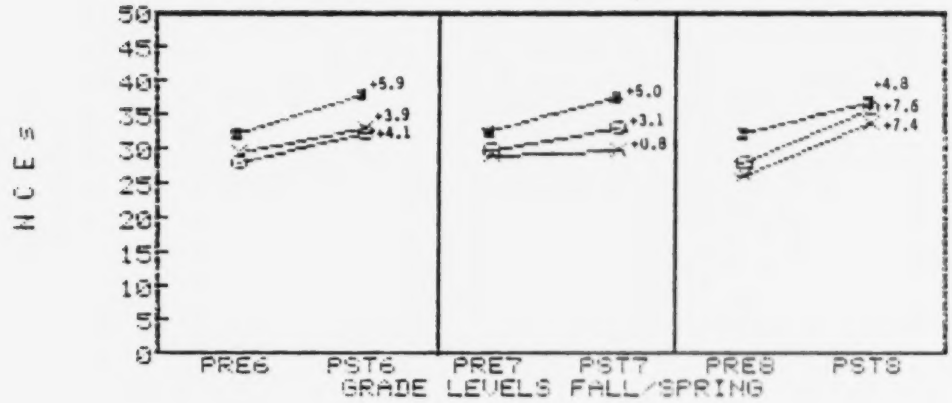
The evaluation model which has been described in other sections of this report was used to compare the three groups; i.e., a horizontal line from pre to posttest indicates expected growth, an ascending line indicates skills gained at a more rapid rate than the testing norm group, and a descending line shows gains made at a slower rate than the testing norm group.

The most striking observation from the graphs is that the APS students who received Chapter 1 reading instruction in both 1983-84 and 1984-85 were, on the average, more educationally disadvantaged than were their counterparts in the 1983 national group. Without exception, APS students at all grade levels in both 1984 and 1985 had lower pretest scores than did the national Chapter 1 population in 1983. Yet, in spite of the fact that the APS students were entering the Chapter 1 program with very few reading skills, 10 of the 11 grade level groups in 1984, and 8 of the 11 grade level groups in 1985 gained reading skills at a more rapid rate than students in the CTBS norming group who scored like they did on the pretest.

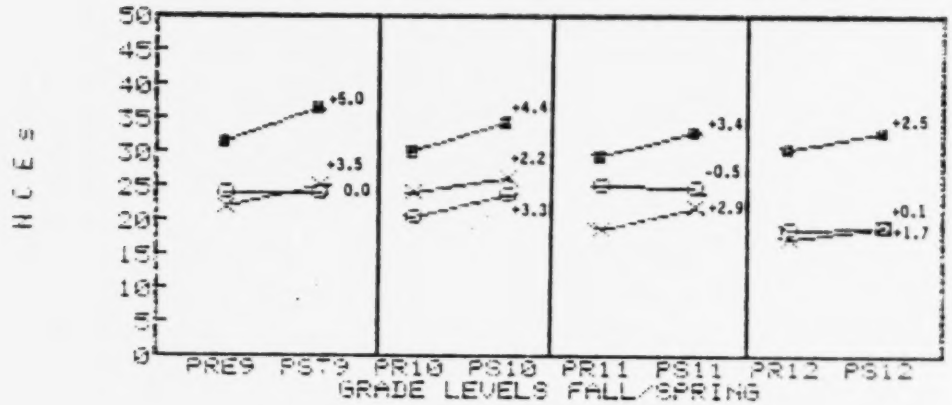
CHAPTER 1 READING NCE CHANGES GRADES 2-5



CHAPTER 1 READING NCE CHANGES GRADES 6-8



CHAPTER 1 READING NCE CHANGES GRADE 9-12



■ NATIONAL CH.1 1983 ○ APS CH.1 1985
× APS CH.1 1984

ADDITIONAL APS CHAPTER 1 SERVICES 1984-85

Support For Instructional Development (SID)

Parent Advisory Council (PAC)

Computer Assisted Instruction (CAI) Pilot Programs

Homes For Neglected Or Delinquent Children (N or D)

Early Learning Program (ELP) Pilots

1985 Summer School Tuition Payment Program For Chapter 1 Participating Students

More detailed information is available in the Chapter 1 evaluation office. The following pages provide a brief overview of the projects listed above.

SUPPORT FOR INSTRUCTIONAL DEVELOPMENT (SID)

The Support for Instructional Development (SID) is a Chapter 1 inservice project which was staffed in 1984-85 by 3 reading specialists. SID provides special opportunities in support of teachers and parents of Chapter 1 students through workshops, study groups, advisory sessions, classroom demonstrations, classroom visitations, and locating materials.

A total of 398 teachers, aides and support personnel were served through SID activities in 1984-85. Although direct impact on students' academic achievement is difficult to ascertain, 952 Chapter 1 children were students in the classrooms of these SID participants. Recipients of SID services were very positive in their approval of the staff and the effectiveness of the project.

PARENT ADVISORY COUNCIL (PAC)

The parent involvement component of the APS Chapter 1 program establishes PACs at each Chapter 1 school and a District PAC whose members are representatives from the school PACs.

During the 1984-85 school year, the Parent Advisory Councils (PACs) continued to be very active in a wide variety of consultation and training activities. There were 209 building level PAC meetings attended by 3799 parents. The 10 District PAC meetings had an average of 30 Chapter 1 schools represented at each meeting with an average attendance of 46 individuals. Parents were very positive regarding the value of both the school level PACs and the District PAC.

COMPUTER ASSISTED INSTRUCTION (CAI) PILOT PROGRAMS

In the spring of 1984, the APS Chapter 1 program installed three large Integrated Learning Systems (PLATO, WICAT and Dolphin) at 7 Chapter 1 schools. The CCC integrated learning system, which had been in use at 5 Chapter 1 schools since 1977, was also upgraded at that time. These four systems were used to provide children with computer assisted instruction in reading, language arts, and math during the 1984-85 school year.

A great deal of information was gathered regarding program implementation, system utilization, and the relationship between the APS curricula and the Integrated Learning Systems' curricula. The pilots will continue during the 1985-86 school year.

HOMES FOR NEGLECTED OR DELINQUENT CHILDREN (N OR D)

One hundred eighty-four (184) underachieving students at four homes for neglected or delinquent children (All Faith's Receiving Home, Villa Santa Maria, Hogares Inc., and Christian Children's Home) received Chapter 1 tutoring services during 1984-85. Improvement was observed in academic performance as well as in the behavior and attitudes of participating students.

CHAPTER 1 PILOT EARLY LEARNING PROGRAMS (ELP)

Four Early Learning Programs for four-year-olds served 90 children during the 1984-85 school year. Parents and school staff members were extremely positive about and supportive of the projects. Parents indicated that they observed improvements in their childrens' language, physical, and social development. School staff members felt that the programs would promote future successes for the participants. All four programs will continue on a pilot basis in 1985-86.

1985 SUMMER SCHOOL TUITION PAYMENT PROGRAM FOR CHAPTER 1 PARTICIPATING STUDENTS

The summer school tuition fees were paid for 493 masterlist students who had participated in the Chapter 1 program during the 1984-85 school year. A total of $37,272 funded students' participation in 870 courses in the regular APS summer school program. Elementary school students were able to take up to two tuition paid reading and reading-related courses. Middle school students were also eligible for two reading-related classes and high school students could enroll for a maximum of one credit hour of English.

APPENDIX A

1984-85

Schools Eligible For Chapter 1 Programs
(Low Income Survey)

STATE OF NEW MEXICO

Chapter I ECIA
APPLICATION FOR GRANT

1984 - 85

Basis for participation of schools

% X

_____

25% _____

No wide variance _____ Grade Span _____

Prior Year _____

this page if 'not enrolled' is zero

RESIDENT POPULATION

(Redistribute the total enrollment for private schools and/or the total non-enrollees in the appropriate public school according to attendance area)

(1) MENTARY SCHOOLS PUBLIC SCHOOL	(2) ENROLLED IN PUBLIC SCHOOL	(3) NOT ENROLLED (PRIVATE SCHOOL, DROP-OUT, ETC.)	(4) TOTAL RESIDENT POPULATION (Col. 2&3)	(5) NUMBER OF LOW INCOME	(6) PERCENT OF LOW INCOME
Lowell	397	21	418	333	79.7
Kit Carson	453	13	466	362	77.7
East San Jose	494	13	507	393	77.5
Dolores Gonzales	497	64	561	430	76.7
Longfellow	194	4	198	147	74.2
Eugene Field	493	29	522	375	71.8
Mountain View	348	26	374	257	68.7
La Luz	441	32	473	309	65.3
Emerson	657	61	718	468	65.2
Old Town	469	79	548	351	64.1
La Mesa	572	60	632	395	62.5
Pajarito	458	30	488	298	61.1
Atrisco	563	25	588	357	60.7
Valle Vista	558	54	612	359	58.7
Armijo	405	43	448	261	58.3
Barcelona	399	15	414	241	58.2
Duranes	354	46	400	218	54.5
Mission	334	28	362	186	51.4
Adobe Acres	359	24	383	191	49.9
Alamosa	758	69	827	399	48.3
Hawthorne	381	29	410	195	47.6
Los Padillas	368	25	393	184	46.8
MacArthur	274	17	291	131	45.0
Lavaland	639	76	715	311	43.5
Navajo	592	40	632	271	42.9
Cochiti	458	64	522	220	42.2
Ranchos	385	32	417	166	39.8
Griegos	365	53	418	164	39.2
Carlos Rey	889	55	944	357	37.8
Wherry	526	56	582	216	37.1
Hodgin	712	40	752	277	36.8
Kirtland	541	21	562	207	36.8
Tomasita	404	16	420	147	35.0
Alameda	462	36	498	170	34.1
Chaparral	616	62	678	226	33.3
* Eubank	299	30	329	102	31.0
TOTALS					

ubank is eligible because served in '82-'83 and '83- '84 (Grandfather Clause)

HOOL DISTRICT Albuquerque Public Schools

APPLICATION FOR GRANT

1984 - 85

ip this page if 'not enrolled' is zero

* _____ 25% ____

\# _____

No wide variance _____ Grade Span _____

Prior Year _____

RESIDENT POPULATION

(Redistribute the total enrollment for private schools and/or the total non-enrollees in the appropriate public school according to attendance area)

(1) PUBLIC SCHOOL	(2) ENROLLED IN PUBLIC SCHOOL	(3) NOT ENROLLED (PRIVATE SCHOOL, DROP-OUT, ETC.)	(4) TOTAL RESIDENT POPULATION (Col. 2&3)	(5) NUMBER OF LOW INCOME	(6) PERCENT OF LOW INCOME
McCollum	389	21	410	122	29.8
* A. Montoya	428	19	447	132	29.5
Bel Air	431	65	496	142	28.6
* Whittier	425	62	487	134	27.5
Bandelier	300	69	369	83	22.5
Acoma	367	31	398	89	22.4
Monte Vista	518	49	567	124	21.9
Mark Twain	368	45	413	88	21.3
Apache	516	40	556	117	21.0
Alvarado	524	64	588	119	20.2
Zia	290	105	395	78	19.8
Montezuma	347	63	410	80	19.5
Edmund G. Ross	523	33	556	106	19.1
Sombra Del Monte	577	71	648	123	19.0
Corrales	379	37	416	76	18.3
Puesta Del Sol	682	11	693	120	17.3
Bellehaven	291	24	315	54	17.1
Sandia Base	721	95	816	130	15.9
Rio Rancho	587	47	634	96	15.1
Chelwood	540	42	582	85	14.6
Matheson Park	601	45	646	94	14.6
Governor Bent	446	62	508	71	14.0
Zuni	372	47	419	57	13.6
Inez	197	34	231	31	13.4
Collet Park	536	95	631	78	12.4
Comanche	404	116	520	60	11.5
San Antonito	202	3	205	20	9.8
Sierra Vista	437	39	476	46	9.7
Mitchell	443	27	470	45	9.6
Arroyo Del Oso	588	86	674	46	6.8
S.Y. Jackson	431	47	478	28	5.9
Marie Hughes	626	77	703	38	5.4
Onate	398	57	455	19	4.2
John Baker	595	82	677	21	3.1
Osuna	441	96	537	11	2.1
Dennis Chavez	654	56	710	11	1.6
Hubert Humphrey	750	66	816	6	.7
TOTALS	34,438	3,416	37,854	12,454	32.9

ntoya and Whittier eligible because served within the last 2 years (Grandfather Clause)

SCHOOL DISTRICT Albuquerque Public Schools

STATE OF NEW MEXICO

Chapter I ECIA
APPLICATION FOR GRANT

1984 - 85

Basis for participation of schools

% X

_____

25% _____

Use if 'not enrolled' is zero

No wide variance _____ Grade Span _____

Prior Year _____

RESIDENT POPULATION

(Redistribute the total enrollment for private schools and/or the total non-enrollees in the appropriate public school according to attendance area)

(1) PUBLIC SCHOOL	(2) ENROLLED IN PUBLIC SCHOOL	(3) NOT ENROLLED (PRIVATE SCHOOL, DROP-OUT, ETC.)	(4) TOTAL RESIDENT POPULATION (Col. 2&3)	(5) NUMBER OF LOW INCOME	(6) PERCENT OF LOW INCOME
MIDDLE SCHOOLS					
Washington	647	99	746	562	75.3
Ernie Pyle	559	42	601	362	60.2
Truman	902	64	966	486	50.3
Polk	457	19	476	236	49.6
Garfield	665	107	772	382	49.5
Harrison	777	37	814	399	49.0
Hayes	470	70	540	203	37.6
Van Buren	722	86	808	300	37.1
Wilson	746	98	844	300	35.6
Adams	973	90	1063	367	34.5
McKinley	872	69	941	289	30.7
Taft	734	80	814	242	29.7
Kennedy	789	37	826	239	28.9
Jefferson	664	148	812	203	25.0
Roosevelt	342	11	353	88	24.9
Taylor	765	65	830	171	20.6
Lincoln	619	18	637	108	17.0
Grant	623	66	689	97	14.1
Madison	960	145	1105	132	12.0
Jackson	790	85	875	87	9.9
Cleveland	904	144	1048	73	7.0
Hoover	1087	102	1189	73	6.1
Eisenhower	1092	115	1207	21	1.7
TOTALS	17,159	1,797	18,956	5,420	28.6

SCHOOL DISTRICT Albuquerque Public Schools

Chapter I ECIA
APPLICATION FOR GRANT

1984 - 85

this page if 'not enrolled' is zero

% ____ 25% ____
# ____
No wide variance ____ Grade Span ____
Prior Year ____

RESIDENT POPULATION

(Redistribute the total enrollment for private schools and/or the total non-enrollees in the appropriate public school according to attendance area)

(1) PUBLIC SCHOOL	(2) ENROLLED IN PUBLIC SCHOOL	(3) NOT ENROLLED (PRIVATE SCHOOL, DROP-OUT, ETC.)	(4) TOTAL RESIDENT POPULATION (Col. 2&3)	(5) NUMBER OF LOW INCOME	(6) PERCENT OF LOW INCOME
* Hogares	47	0	47	47	100.0
** New Futures	202	0	202	105	52.0
Albuquerque High	1600	168	1768	679	38.4
Rio Grande	2352	61	2413	856	35.5
** School on Wheels	113	0	113	37	32.7
West Mesa	2104	90	2194	654	29.8
Valley	1653	179	1832	502	27.4
Highland	2423	259	2682	421	15.7
Cibola	1860	78	1938	266	13.7
Manzano	2662	201	2863	299	10.4
Del Norte	2397	137	2534	225	8.9
Sandia	2493	264	2757	114	4.1
Eldorado	3006	254	3260	43	1.3
Albuquerque Evening	118	0	118	0	0
Freedom High	146	0	146	0	0
TOTALS	23,176	1,691	24,867	4,248	17.1
Grand Total	74,773	6,904	81,677	22,122	

* Hogares program is being developed with Neglected and Delinquent funds.

** Chapter 1 is exploring the possibility of a program with the non public school unit for New Futures and School on Wheels. If developed, plans will be submitted at a later date.

SCHOOL DISTRICT Albuquerque Public Schools

APPENDIX B

1984-85

Chapter 1 Staff Allocation

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3/15/84

ALBUQUERQUE PUBLIC SCHOOLS
1984-85 CHAPTER 1 RESOURCE ALLOCATION - ELEMENTARY
STAFF ALLOCATION

	(A) TOTAL WEIGHTED T - SCORE	(B) % OF LOWEST WEIGHTED T - SCORE	(C) COST PER T - UNIT	(D) SCHOOL ALLOCATION	(E) 1984-85 STAFF ALLOCATION	(F) ALLOCATION DIVISION POINTS	(G) 1983-84 TO 1984-85 ALLOCATION CHANGES	
Alamosa	354.7	238%	$565.84	$200,703	7 Teachers 2 Aides	$200,040 (Cost of 7 Teachers + 2 Aides)	+2 Teachers +1 Aide	Alamosa
Emerson	343.6	230%	546.82	187,887	7 Teachers	$180,600 (Cost of 7 Teachers)	+1 Teacher -1 Aide	Emerson
La Mesa	310.2	208%	494.52	153,400	5 Teachers 2 Aides	$148,440 (Cost of 5 Teachers + 2 Aides)	-1 Teacher +1 Aide	La Mesa
Lowell	298.7	200%	475.50	142,032	5 Teachers 1 Aide	$138,720 (Cost of 5 Teachers + 1 Aide)	No Change	Lowell
Navajo	290.7	195%	463.61	134,771	5 Teachers		+1 Teacher -1 Aide	Navajo
Carlos Rey	289.5	194%	461.23	133,526		$129,000 (Cost of 5 Teachers)	+1 Teacher -1 Aide	Carlos Rey
Wherry	277.2	186%	442.21	122,581			+1 Teacher	Wherry
Eugene Field	275.8	185%	439.83	121,305			+1 Teacher	Eugene Field
Hodgin	273.3	183%	435.08	118,907	4 Teachers 1 Aide		+1 Teacher	Hodgin
Barcelona	272.5	182%	432.70	117,911			+1 Teacher	Barcelona
Cochiti	271.9	182%	432.70	117,651			+1 Teacher	Cochiti
Lavaland	263.1	177%	420.81	111,357		$112,920 (Cost of 4 Teachers + 1 Aide)	+1 Teacher -1 Aide	Lavaland
Kit Carson	262.8	176%	418.44	109,966	4 Teachers		+1 Teacher -1 Aide	Kit Carson
Mtn. View	259.7	174%	413.68	107,433			+1 Teacher -1 Aide	Mtn. View
Duranes	254.7	170%	404.17	102,942		$103,200 (Cost of 4 Teachers)	+1 Teacher +1 Aide	Duranes
Kirtland	253.5	170%	404.17	102,457			+1 Aide	Kirtland
D. Gonzales	252.5	169%	401.79	101,452			+1 Aide	D. Gonzales
Alameda	251.8	169%	401.79	101,171	3 Teachers 2 Aides		+1 Aide	Alameda
Pajarito	250.6	168%	399.42	100,095			+1 Aide	Pajarito
La Luz	249.9	167%	397.04	99,220		$ 96,840 (Cost of 3 Teachers + 2 Aides)	+1 Aide	La Luz
Atrisco	246.4	165%	392.28	96,658			+1 Teacher	Atrisco
E. San Jose	245.6	164%	389.91	95,762			No Change	E. San Jose
Valle Vista	241.6	162%	385.15	93,052	3 Teachers 1 Aide		+1 Teacher	Valle Vista
Old Town	240.5	161%	382.77	92,054			No Change	Old Town
Adobe Acres	238.8	160%	380.40	90,840			No Change	Adobe Acres
Los Padillas	235.1	157%	373.26	87,753		$ 87,120 (Cost of 3 Teachers + 1 Aide)	+1 Teacher	Los Padillas
Griegos	232.8	156%	370.89	86,343			+1 Teacher -1 Aide	Griegos
Armijo	230.0	154%	366.13	84,210			-1 Aide	Armijo
Ranchos	227.5	152%	361.38	82,214	3 Teachers		+1 Teacher	Ranchos
Whittier	226.5	152%	361.38	81,853			+1 Teacher	Whittier
Longfellow	225.5	151%	359.00	80,955			+1 Teacher -1 Aide	Longfellow
Tomasita	219.7	147%	349.49	76,783	2 Teachers 2 Aides	$ 77,400 (Cost of 3 Teachers)	+1 Aide	Tomasita
Eubank	218.0	146%	347.11	75,670			+2 Aides	Eubank
A. Montoya	210.3	141%	335.22	70,497	2 Teachers 1 Aide	$ 71,040 (Cost of 2 Teachers + 2 Aides)	No Change	A. Montoya
Hawthorne	195.9	131%	311.43	61,013	2 Teachers	$ 61,320 (Cost of 2 Teachers + 1 Aide)	No Change	Hawthorne
Chaparral	192.8	129%	306.69	59,130			-1 Aide	Chaparral
MacArthur	162.8	109%	259.14	42,188		$ 51,600 (Cost of 2 Teachers)	-1 Teacher +1 Aide	MacArthur
Mission	149.4	100%	237.75	35,520	1 Teacher 1 Aide	$ 35,520 (Cost of 1 Teacher + 1 Aide)	-1 Teacher +1 Aide	Mission
					129 Teachers + 35 Aides = $3,320,200		1983-84 Allocation 111 Teachers + 32 Aides = $2,826,645	

(A) The total weighted T-score is the sum of the T-scores representing (1) the number of children in each school identified by the CTBS as being deficient in reading (students who scored at or below the 4th stanine on the reading portion of the CTBS; (2) the severity of the deficiency of those children scoring at or below the 4th stanine (the amount that students fell below the cutoff; and (3) the number of children identified by classroom teachers in each school as being deficient in reading (the number of children on the Chapter 1 masterlist).

(B) The percent of the lowest weighted T-score is obtained by dividing each school's total T-score by the T-score of the school with the least need.

(C) The cost per T-unit is derived by dividing the lowest T-score value into the minimum allocation and then increasing the amount by each school's percent of the lowest T-score.

(D) The school allocation is the amount obtained when each school's total T-score is multiplied by its cost per T-unit.

(E) The staff allocation is based on the number of teachers and/or aides the school allocation covers using a projected 1984-85 average teacher's salary of $25,800 and a projected 1984-85 average aide's salary of $9720.

(F) The minimum staff allocation was set at one teacher and one aide, or $35,520. The allocation division points are based on a teacher's salary of $25,800, and an aide's salary of $9720. Using these division points creates 14 groups of schools.

(G) The 1983-84 to 1984-85 allocation changes shows the increase or decrease in staffing at each school.

-40-

ALBUQUERQUE PUBLIC SCHOOLS
1984-85 CHAPTER 1 RESOURCE ALLOCATION - ELEMENTARY
RAW DATA AND T-SCORES

① SCHOOLS RANKED BY TOTAL WEIGHTED T - SCORE		② NUMBER OF CHILDREN BELOW CUTOFF RAW SCORE ($\bar{X}$=129)	② TX2 ($\bar{X}$=100)	③ TOTAL DEVIATION BELOW CUTOFF RAW SCORE ($\bar{X}$=252)	③ TX2 ($\bar{X}$=100)	④ NUMBER OF CHILDREN ON MASTERLIST RAW SCORE ($\bar{X}$=167)	④ T ($\bar{X}$=50)	⑤ TOTAL WEIGHTED T - SCORE ($\bar{X}$=250)
Alamosa	1	288	165.02	279.8	114.93	315	74.78	354.7
Emerson	2	227	140.14	310.3	131.52	298	71.92	343.6
La Mesa	3	189	124.64	298.2	124.94	231	60.68	310.2
Lowell	4	156	111.18	304.9	128.59	221	59.00	298.7
Navajo	5	164	114.44	290.4	120.70	201	55.64	290.7
Carlos Rey	6	206	131.58	237.2	91.76	264	66.22	289.5
Wherry	7	160	112.81	258.4	103.29	234	61.18	277.2
Eugene Field	8	118	95.68	291.3	121.19	221	59.00	275.8
Hodgin	9	184	122.60	233.5	89.75	233	61.01	273.3
Barcelona	10	136	103.02	288.7	119.77	166	49.77	272.5
Cochiti	11	144	106.29	274.8	112.21	188	53.46	271.9
Lavaland	12	178	120.15	246.9	97.04	155	47.92	265.1
Kit Carson	13	157	111.59	260.0	104.16	150	47.08	262.8
Mtn. View	14	105	90.38	300.8	126.36	126	43.05	259.7
Duranes	15	121	96.90	283.2	116.78	114	41.04	254.7
Kirtland	16	128	99.76	259.5	103.89	167	49.93	253.5
D. Gonzales	17	91	84.67	269.3	109.22	218	58.49	252.3
Alameda	18	119	96.09	267.1	108.02	154	47.75	251.8
Pajarito	19	124	98.13	254.3	101.06	176	51.44	250.6
La Luz	20	129	100.17	247.7	97.47	181	52.28	249.9
Atrisco	21	89	83.85	285.4	117.98	135	44.56	246.4
E. San Jose	22	146	107.10	212.3	78.21	229	60.34	245.6
Valle Vista	23	162	113.63	206.8	75.22	184	52.79	241.6
Old Town	24	130	100.58	241.7	94.21	142	45.74	240.5
Adobe Acres	25	97	87.11	264.3	106.50	139	45.23	238.8
Los Padillas	26	126	98.94	238.2	92.30	131	43.89	235.1
Griegos	27	109	92.01	248.6	97.96	125	42.88	232.8
Armijo	28	98	87.52	231.3	88.55	191	53.96	230.0
Ranchos	29	106	90.79	242.4	94.59	121	42.21	227.5
Whittier	30	110	92.42	249.2	98.29	83	35.83	226.5
Longfellow	31	59	71.61	273.5	111.51	122	42.38	225.5
Tomasita	32	96	86.71	237.7	92.03	114	41.04	219.7
Eubank	33	80	80.18	253.6	100.68	91	37.18	218.0
A. Montoya	34	91	84.67	228.7	87.13	99	38.52	210.3
Hawthorne	35	59	71.61	221.4	83.16	115	41.20	195.9
Chaparral	36	87	83.04	176.4	58.68	174	51.11	192.8
MacArthur	37	51	68.35	183.8	62.71	59	31.80	162.8
Mission	38	66	74.47	137.4	37.47	93	37.51	149.4

① The 38 Chapter 1 elementary schools in order of documented need. The school with the largest total T-score is ranked 1; the school with the smallest total T-score is ranked 38.

② The actual number of children falling at or below the 4th stanine on the reading portion of the CTBS (raw score) and the T-score equivalent, multiplied by 2, of each school's raw score.

③ The average deviations below the 4th stanine cutoffs totaled across grade levels (raw score) and the T-score equivalent, multiplied by 2, of each school's raw score.

④ The actual number of children on each school's 1983-84 reading masterlist at the beginning of the school year (raw score) and the T-score equivalent of each school's raw score.

⑤ Each school's composite T-score -- the sum of the T-score values in columns 2, 3 and 4.

ALBUQUERQUE PUBLIC SCHOOLS
1984-85 CHAPTER 1 RESOURCE ALLOCATION - SECONDARY
STAFF ALLOCATION

	(A) TOTAL WEIGHTED T - SCORE	(B) % OF LOWEST WEIGHTED T - SCORE	(C) COST PER T - UNIT	(D) SCHOOL ALLOCATION	(E) 1984-85 STAFF ALLOCATION	(F) ALLOCATION DIVISION POINTS	(G) 1983-84 TO 1984-85 ALLOCATION CHANGES	
Rio Grande	194.6	167%	$331.33	$68,369	2 Teachers 1 Aide	$61,320 (Cost of 2 Teachers 1 Aide)	-1 Teacher +1 Aide	Rio Grande
Albuquerque High	177.2	148%	319.00	56,527	2 Teachers		-1 Teacher	Albuquerque High
West Mesa	170.1	142%	306.07	52,063		$51,600 (Cost of 2 Teachers)	No Change	West Mesa
Washington	167.3	140%	301.76	50,484	1 Teacher 2 Aides		-1 Teacher +2 Aides	Washington
Wilson	159.6	133%	286.67	45,753		$45,240 (Cost of 1 Teacher 2 Aides)	+2 Aides	Wilson
Truman	151.0	126%	271.58	41,009			+1 Aide	Truman
Ernie Pyle	149.9	125%	269.43	40,388			-1 Teacher +1 Aide	Ernie Pyle
Van Buren	149.6	125%	269.43	40,307			-1 Teacher +1 Aide	Van Buren
Adams	147.0	123%	265.11	38,971	1 Teacher 1 Aide		+1 Aide	Adams
Polk	146.0	122%	262.96	38,392			+1 Aide	Polk
Harrison	145.6	122%	262.96	38,287			+1 Aide	Harrison
Hayes	143.7	120%	258.65	37,168			+1 Aide	Hayes
Valley	142.9	119%	256.49	36,652		$35,520 (Cost of 1 Teacher 1 Aide)	-1 Teacher +1 Aide	Valley
Garfield	130.4	109%	234.94	30,636			No Change	Garfield
McKinley	128.6	107%	230.63	29,639	1 Teacher		No Change	McKinley
Taft	125.7	105%	226.32	28,448			No Change	Taft
Kennedy	119.7	100%	215.54	25,800		$25,800 (Cost of 1 Teacher)	No Change	Kennedy
					20 Teachers + 13 Aides = $698,913		1983-84 Allocation 25 Teachers + 0 Aides = $597,500	

(A) The total T-score is the sum of the T-scores representing (1) the number of students at one grade level identified by the CTBS as being deficient in reading (students who scored at or below the 4th stanine on the reading portion of the CTBS); (2) the severity of the deficiency of those students scoring at or below the 4th stanine (the amount that students fell below the cutoff); and (3) the number of students identified by the Gotel as being deficient in reading (the number of students on the 1984-85 Chapter 1 Masterlist).

(B) The percent of the lowest weighted T-score is obtained by dividing each school's total T-score by the T-score of the school with the least need.

(C) The cost per T-unit is derived by dividing the lowest T-score value into the minimum allocation and then increasing the amount by each school's percent of the lowest T-score.

(D) The school allocation is the amount obtained when each school's total T-score is multiplied by its cost per T-unit.

(E) The staff allocation is based on the number of teachers and/or aides the school allocation covers using a projected 1984-85 average teacher's salary of $25,800 and a projected 1984-85 average aide's salary of $9720.

(F) The minimum staff allocation for secondary schools was set at 1 teacher or $25,800. The allocation division points are based on a teacher's salary of $25,800 and an aide's salary of $9720. Using this criterion creates 9 groups of schools.

(G) The 1983-84 to 1984-85 allocation changes shows the increase or decrease in staffing at each school.

ALBUQUERQUE PUBLIC SCHOOLS
1984-85 CHAPTER 1 RESOURCE ALLOCATION - SECONDARY
RAW DATA AND T-SCORES

① SCHOOLS RANKED BY TOTAL WEIGHTED T - SCORE		② NUMBER OF CHILDREN BELOW CUTOFF RAW SCORE (X=116)	② T (X=50)	③ TOTAL DEVIATION BELOW CUTOFF RAW SCORE (X=45.28)	③ T (X=50)	④ NUMBER OF CHILDREN ON MASTERLIST RAW SCORE (X=120)	④ T (X=50)	⑤ TOTAL T - SCORE (X=150)
Rio Grande	1	284	77.26	42.38	46.45	280	70.91	194.63
Albuquerque High	2	170	58.79	42.22	52.36	243	66.07	177.23
West Mesa	3	215	66.08	32.58	34.48	270	69.60	170.17
Washington	4	122	51.01	56.92	64.20	136	52.08	167.31
Wilson	5	92	46.15	54.80	61.61	136	52.08	159.86
Truman	6	138	53.61	43.65	48.00	116	49.46	151.08
Ernie Pyle	7	87	45.34	52.39	58.67	89	45.93	149.96
Van Buren	8	76	43.56	54.25	60.94	83	45.15	149.66
Adams	9	119	50.53	46.90	51.97	78	44.50	147.00
Polk	10	53	39.83	56.26	63.39	65	42.80	146.04
Harrison	11	96	46.80	42.52	46.62	137	52.21	145.64
Hayes	12	68	42.27	52.92	59.32	60	42.14	143.73
Valley	13	154	56.20	32.84	34.80	135	51.95	142.96
Garfield	14	77	43.72	39.03	42.36	77	44.36	130.45
McKinley	15	98	47.13	38.21	41.35	45	40.18	128.67
Taft	16	59	40.81	41.23	45.04	43	39.92	125.78
Kennedy	17	59	40.81	35.77	38.37	48	40.57	119.76

① The 17 Chapter 1 secondary schools in order of documented need. The school with the largest total T-score is ranked 1; the school with the smallest total T-score is ranked 17.

② The actual number of children, at one grade level, failing at or below the 4th stanine on the reading portion of the CTBS (raw score) and the T-score equivalent of each school's raw score.

③ The average deviation below the 4th stanine cutoff at one grade level (raw score) and the T-score equivalent of each school's raw score.

④ The actual number of children on each's school's 1984-85 reading masterlist and the T-score equivalent of each school's raw score.

⑤ Each school's composite T-score -- the sum of the T-score values in columns 2, 3 and 4.

APPENDIX C

1984-85

Building Level Chapter 1 Planning Form

Building Level Chapter 1 Program Planning Form

Each Spring a district Chapter 1 program proposal for the next school year is submitted to the State Department of Education for approval.

The Building Level planning form for each school will provide information for the APS proposal. A centrally located file of the forms will be maintained for information and direction.

The completed and approved Original Plan will be a commitment between the local school and APS unless modified by the procedure that follows.

Procedures For Modifying Approved Chapter 1 Programs or Changing Personnel

To insure that program modifications are in the best interest of participating students and that the district's Chapter 1 application is properly amended to reflect program modifications, we will adhere to the following procedures.

- When a new principal is assigned to a Chapter 1 school, the Chapter 1 program specialists and the appropriate area director will review with that principal the approved Chapter 1 program for that school as soon after the appointment as possible to determine any need for modification.
- A copy of the program plan approved by the State Department of Education will be distributed to each Chapter 1 principal at the annual Chapter 1 principals' inservice in August.
- Early in the school year (by September 15) Chapter 1 program specialists will make arrangements to review with each school, their approved program plan and determine if any changes are desired.
- If a principal does want to modify an approved program, the principal should submit a rationale for program change to the Chapter 1 program specialist, the area director of instruction and the area superintendent. If the rationale is approved by the area superintendent and meets Chapter 1 regulations as determined by the Chapter 1 coordinator, the principal, the appropriate Chapter 1 program specialist and area director would develop the new program. The completed modified plan would then be submitted to the area superintendent for review and approval.
- The district Chapter 1 coordinator must submit the application amendment reflecting the proposed change to the SDE Chapter 1 office for approval. When approval is received, the principal will be notified and the modification can take place.
- In the event of personnel changes at the building level, new Chapter 1 personnel will be selected by the principal with input from the appropriate Chapter 1 program specialist.

BUILDING LEVEL CHAPTER 1
Program Proposal

(Please do a separate form for each program.)

_____ Original Plan
_____ Modified Plan
. (check one)

_____
School

_____
School Year

Complete this form for your proposed Chapter 1 program. Your School Report contains test information and service history which might be useful in completing this form. The form is to be completed with the help of your Chapter 1 staff prior to your Chapter 1 program planning meeting with your area superintendent. Chapter 1 legislation requires parent and teacher involvement in the planning, implementation and evaluation of Chapter 1 programs. The Chapter 1 application submitted to the SDE-Chapter 1 office will be based on data obtained from these planning documents. Therefore this description is a binding agreement between the district and your school. Modifications can be made by submitting a modified plan and must be approved by the State Department of Education.

****
PLEASE BRING FIVE COPIES TO THE PLANNING MEETING
****

Please indicate the response which best describes your program by circling the the corresponding letter.

I. PROGRAM CHARACTERISTICS

(1) Administrative Area
- A. North
- B. South
- C. East
- D. Non Public

(2) Program
- A. Reading
- B. CLD
- C. Other

(3) Instructional Program Level
- A. Pre-kindergarten
- B. Kindergarten
- C. Elementary
- D. Middle School
- E. High School

(4) Program Characteristics
- A. Pullout
- B. In Classroom
- C. Both Pullout and In Classroom
- D. ESP
- E. IRIT
- F. Extended Kindergarten
- G. Elective
- H. Other (Specify)_____

(5) Instructional Approach
- A. Language Experience
- B. Phonics
- C. Basal
- D. Elective
- E. Whole Language
- F. Management System (Specify)_____

(6) Regular Instructional Period for students
- A. 30 minutes daily
- B. 45 minutes daily
- C. 60 minutes daily
- D. 90 minutes daily
- E. 2 hours per day
- F. 3 hours per day
- G. Other (Specify)

(7) Number of days per week
- A. One day
- B. Two days
- C. Three days
- D. Four days
- E. Five days

(8) Number of weeks
- A. 10
- B. 18
- C. 36
- D. Other (Specify)

Grade Levels to be served and Estimated number of Participants

(9) ELEMENTARY

	Show number of participants
A. Pre-kindergarten	#_____
B. Kindergarten	#_____
C. Grade 1	#_____
D. Grade 2	#_____
E. Grade 3	#_____
F. Grade 4	#_____
G. Grade 5	#_____

(10) MID SCHOOL

A. Grade 6	# _____
B. Grade 7	# _____
C. Grade 8	# _____

(11) HIGH SCHOOL

A. Grade 9	# _____
B. Grade 10	# _____
C. Grade 11	# _____
D. Grade 12	# _____

(12) Describe the mechanics of your programs. (Include tentative schedules of Chapter 1 staff and Chapter 1 participants.)

(13) What specific outcome will indicate that the program has been successful?

II. PROGRAM DOCUMENTATION

A. Describe your school's need for this program (refer to available data such as your School Report, SAT, SESAT, CTBS, TAP, TOES, KDPR, EPSS Skills Checklist, etc.)

B. List program objectives specific to your target population.

C. Describe how you will select, from your masterlist, the children who will receive your Chapter 1 programs at the beginning of the school year. Also tell how participants will be added during the year.

D-1 Will Chapter 1 participants include: Special Education students?
YES_____ NO_____

D-2 Will Chapter 1 participants include Language Catgories A or B?
YES_____ NO_____

If yes for D-1 and/or D-2 give rationale for dual service:

III. STAFFING AND SERVICE

A. Within the limits of your staff resource allocation, list the positions (and names, if known) required to accomplish your program objective.

Position	Name (if known)
_____	_____
_____	_____
_____	_____

B. Indicate how aides will be utilized in direct instruction and non-instructional activities.

C. If your new Chapter 1 resource allocation reduces your existing Chapter 1 staff, please list those positions and the names of those to be transferred.

POSITION	NAME
_____	_____
_____	_____

IV. COMMITMENT AND SPACE

A. Describe how your Chapter 1 program will supplement your regular program.

B. Do you anticipate major Chapter 1 program changes? Yes____ No____
If yes, describe and provide rationale.

C. Describe your plan for documentation of coordination of services by Chapter 1 staff and regular classroom teachers of each Chapter 1 participant.

D. Is a reasonable amount of space available for effective operation of your proposed program? YES_____ NO_____
If no, tell what you will do to obtain the space.

V. PARENT AND TEACHER INVOLVEMENT (Legislative Requirement)

A. Describe how parents of Chapter 1 participants will be involved in advisory activities, including planning and review of your program.

B. Describe how teachers in your school will be involved in planning and review of your program.

Approval indicated by signatures

PRINCIPAL _____

PAC Representative _____

CHAPTER 1 teachers _____

_____

Area Superintendent or Representative

_____

Chapter 1 District Coordinator or Representative

_____